

**EFFORTS TO IMPROVE THE SPEAKING ABILITY OF
THE VIII B GRADE STUDENTS OF SMP N 1 PONJONG
THROUGH COMMUNICATION GAMES
IN THE ACADEMIC YEAR 2008/2009**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



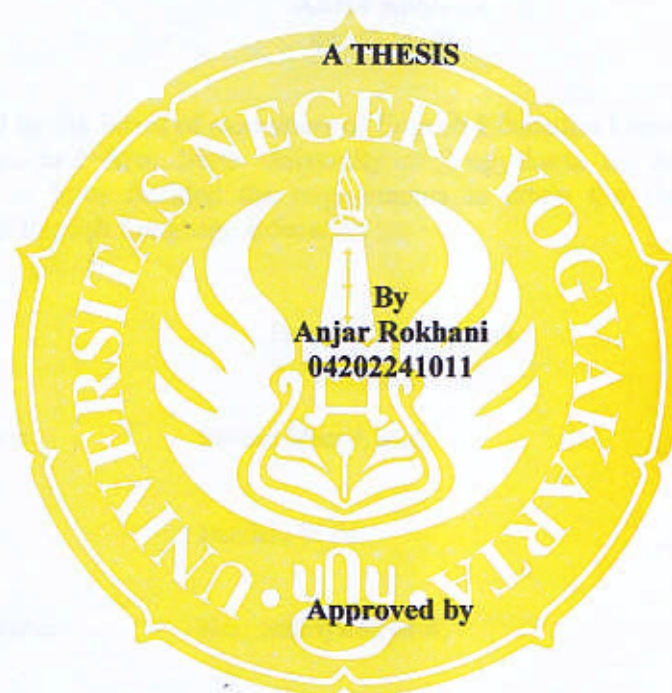
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2011**

APPROVAL

**EFFORTS TO IMPROVE THE SPEAKING ABILITY OF
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IN THE ACADEMIC YEAR 2008/2009**



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A THESIS

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2011

Penulis,



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MOTTOS

*.... Alloh does not change a people's lot unless they
change what is in their hearts....
(Holy Qur'an, Ar Ra'd:11)*

*Verily, with every difficulty there is relief.
(Holy Qur'an, Al Insyirah: 6)*

DEDICATION

*This thesis is dedicated to
my dearest mother and father, my lovely brothers
and sister, and my beloved husband*

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Praise be to Allah SWT. He has given me His blessing in finishing this thesis. Without His guidance, I will have never finished this work.

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Finally, I do realize that this thesis is still far from being perfect. However, I hope that this thesis would be useful for the readers.

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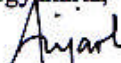

Anjar Rokhani

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**EFFORTS TO IMPROVE THE SPEAKING ABILITY OF
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THROUGH COMMUNICATION GAMES
IN THE ACADEMIC YEAR 2008/2009**

ABSTRACT

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The objective of this study is to improve the speaking ability of the VIIIB students of SMP N I Ponjong through communication games in the academic year of 2008/2009. The study attempted to be one of solutions of the problems related to the students' speaking ability which is considered to be low.

This study is action research. It involved the students of class VIIIB at SMP N 1 Ponjong, Gunungkidul, Yogyakarta in the academic year of 2008/2009, the English teacher of class VIIIB, and the researcher. The steps in action research consists of four phases namely reconnaissance, planning, action and observation, and reflection. The data were obtained by interviewing the English teacher and the students of grade VIIIB, and observing the teaching and learning process. The instruments were the researcher, observation guide, and interview guide. The data, therefore, were in the form of interview transcripts and field notes. The collected data were analyzed qualitatively.

The research shows the implementations of the actions were obviously effective to improve the students' speaking ability. The improvement was reflected on the changes as the result of the research. The classroom activities in the English teaching learning process were conducted in interesting ways and give a lot opportunity to the students to speak/practice English. This made the students interested and active during the lesson. They, without hesitation, spoke and practiced English.

CHAPTER I INTRODUCTION

A. Background of the Study

The teaching-learning of English emphasizes the four language skills namely listening, reading, writing, and speaking. Of the four language skills, speaking becomes the primary skill given to learners/students. The emphasis of language teaching has shifted to ability to communicate, particularly to speak, in the target language since oral communication seems to be more widely used than the written communication. In learning language one cannot only rely on the form of language but also the functions which are realized in speaking. Moreover, many language learners regard speaking ability as the indicator of knowing a language.

To improve speaking skills, students should practice English more especially at school where most of them learn the language. Some important elements should be mastered by the students such as pronunciation, grammar, vocabulary, fluency, and comprehension, so that they can carry out speaking well. This, of course, will be successfully realized by the effective teaching of the teacher. The teacher is supposed to implement methods creatively and make interesting teaching materials. Wherever possible the activities in teaching English facilitate students to learn to speak. Above all, it will make the students interested in following the study and bring about improvement in speaking English.

Accordingly, classroom speaking practice is necessary to be applied upon the students in learning English in order to make them accustomed to and

motivated in using English, the target language. The speaking practice can be realized through activities which promote the students' speaking ability. There are some types of activities to promote speaking skills. One of them is communication games. Game-based activity or communication game is a part of activities which promote speaking skills. It is not only fun but also communication-based since it involves practice of oral strategies such as describing, predicting, simplifying, and asking for feedback (McDonough and Shaw, 2003:144).

Based on the observation, there are some problems found in the process of teaching learning English in SMP N 1 Ponjong especially in VIII B class. The problems especially are found in the teaching speaking. The students seem confused to comprehend English words and also frustrated to convey their ideas or opinions. Consequently, they prefer to keep silent during speaking activities or they use Indonesian to express what in their mind is. When the teacher during the teaching learning process does not notice them, they automatically ignore the lesson. Moreover, activities used by the teacher to teach English hardly make the students keep in touch in the process of teaching learning. Tasks which promote the students to be active are rarely conducted. Besides, the students rarely practice to use English to communicate. The teacher talk is much more than the students' talk whereas in learning speaking the students should practice English regularly and continuously. They, consequently, easily get bored and uninterested toward the teacher's teaching. They do not have enough opportunity to improve their speaking ability.

The condition of teaching learning English described above does not meet the aim of English teaching learning stated at School-Based Curriculum yet. Based on the curriculum, the English teaching learning in the Junior High School is aimed at achieving the literacy level at the functional level, i.e. the students are able to use English in the form of oral communication.

Based on the background above, the researcher tried to implement some efforts including speaking activities based on games to improve the students' speaking ability. She emphasized the actions of this research on how to implement some efforts to improve the students' speaking ability in the English teaching learning at grade VIII B of SMPN 1 Ponjong, Gunungkidul, Yogyakarta by applying the principles of classroom action research.

B. Identification of the Problem

Based on observations and interviews, the researcher found some problems existing in the English teaching learning process in the classroom. The problems can be categorized based on the elements of teaching and learning process which they belong to. Below is the explanation of the problems found.

The first problems dealt with the students. The students rarely used English to respond the teacher's instruction and answer questions given to them orally. They felt confused and found difficulty in understanding what the teacher explained because the explanation was presented in English. Some students claimed that they did not really have much self-confidence to speak English. They did not know what should be said and how to say it. Sometimes they used

Indonesian to respond and answer questions. They also pronounced some words using incorrect pronunciation. It seems that English pronunciation was strange to their tongue. Besides, during the process of teaching learning, many of the students did not pay much attention to the teacher. They were busy with their own activities and tended to ignore the lesson. The same condition also happened when they were on task, i.e. they tended to make noise in the classroom. Furthermore, when students worked in pairs or groups they just ended up chatting in their own language (Javanese).

The second problems were related to the teacher. Actually the teacher always tried to accustom her students to listening and speaking English in the classroom but her voice was too soft. This made her words and explanation unclear for the students. According to the students, moreover, the teacher was too serious in teaching whereas they wanted their teacher to be close to them. It caused the class atmosphere unwarm and unenjoyable. In addition, the teacher did not spread her attention among students appropriately. Consequently, the teacher tended to ignore what some students who sat in the back did.

The third problems were concerned with the materials and media. A textbook was the main resource used by the teacher in teaching. Accordingly, the teacher hardly designed interesting materials that stimulate the students to learn. Almost all the materials to teach and tasks were taken from the textbook. Moreover, the teacher rarely used media to support her in delivering the materials. Finally, the teacher found difficulty in catching students' attention and even it was hard for the students to understand the materials from the teacher.

The fourth problems were related to teaching techniques and classroom activities. The most popular teaching technique used by the teacher was presentation. She presented a type of texts (for example, narrative, recount, descriptive, etc.) which was taken from a textbook, in front of the class. At that time, the students should listen to the teacher and pay attention to the same text on their book. The teacher showed and explained the parts and the functions of the text. Sometimes, she asked some questions which just needed a short answer of the students. After delivering a lesson, usually she asked them to do tasks on the textbook. They were asked to answer questions in the written form according to the text which had been presented. The kind of activities which were able to encourage students to speak and more communicative were hardly used by the teacher. Finally, the students lacked opportunity to speak English. In conclusion, the teacher had a lot of opportunity to speak while the students did not. In other words, the amount of teacher talk and student talk was not balanced.

C. Delimitation of the Problem

From the background of study and discussion with the English teacher, the researcher limited the problems in the teaching-learning speaking and focused on the implementation of speaking activities based on games to improve the students' speaking ability of class VIII B at SMP N I Ponjong.

This study focused on the speaking since it is the primary skill given to students in learning a (foreign) language. The students, in learning a language (English), actually learn to use the language for communication. Speaking as one

of the four language skills and included in oral communication covers the ability to carry out communication. Accordingly, the ability to communicate, particularly to speak, in the target language has to be the priority in language teaching.

In accordance with the emphasis of language teaching that has shifted to ability to communicate, particularly to speak, in the target language, School-Based Curriculum states that the English teaching learning in Junior High School is aimed at achieving the functional level of the literacy level, i.e. the students are able to use English in the form of oral communication. The students of grade VIII, thus, must be accustomed to practicing English and have good speaking ability since they are supposed to have adequate experience in practicing English in the previous level. Based on the observation, however, there are many problems still found in the English teaching learning process of class VIIIB at SMP N 1 Ponjong especially the teaching speaking. The problems, of course, effect the students' speaking ability. Therefore, those problems necessarily need improvements intended to achieve the success of the English teaching learning process especially teaching speaking.

Since there have not been any efforts yet in improving the students' speaking ability at grade VIIIB of SMPN I Ponjong, the researcher took this problem as a research study. There is no students' classification in grade VIII at SMP N 1 Ponjong, but according to the English teacher, the students of class VIIIB are cooperative, so that a lot of information important to the research may be gotten from them. The researcher then implemented some possible efforts which can be done to improve the students' speaking ability as the solution to the

found problems. To improve speaking ability, the students should practice English more and continuously. The students have also to be motivated to speak and practice English.

D. Formulation of the Problem

The problem focused on this research can be formulated as follows: how to improve the speaking ability through communication games of the VIII B grade students of SMPN I Ponjong, Gunungkidul, Yogyakarta in the academic year of 2008/2009?

E. Objective of the Research

The objective of this research is to improve the students' speaking ability at grade VIII B of SMP N I Ponjong, Gunungkidul, Yogyakarta in the academic year of 2008/2009 through establishing speaking activities based on games.

F. Significance of the Research

The research as educational research is expected to give good impact on some parties as follows.

1. The researcher. It will be her experience as well as her knowledge in the establishment and implementation of efforts to improve students' speaking ability.
2. The English teacher of class VIII B, SMP N I Ponjong, Gunungkidul, Yogyakarta. It will be her opportunity to optimize her quality in teaching

speaking to her students. It can be also used as a means to improve her students' speaking ability.

3. The headmaster of SMP N I Ponjong. It will be one of the important parts of ongoing efforts to improve his students' English communicative competence and his English teacher in teaching English.
4. Other researchers. It can be used as a reference of educational research especially in improving the speaking learning process in the classroom.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

According to Richards and Renandya (2002: 201) a large percentage of the world's language learners study English in order to develop proficiency in speaking. Moreover, McDonough and Shaw (2003: 133) state that one's language competence may often be judged from his/her speaking rather than from any of the other language skills. From those statements it can be inferred that speaking has an important role in learning and using a language and fluency in speaking is the aim of many language learners. Therefore, it is needed to know the nature of speaking and how speaking should be taught for successful learning and teaching.

1. The Nature of Speaking and Speaking Ability

Speaking is included in oral communication. Oral communication is typified as an activity involving two (or more) people in which the participants are both hearers and speakers having to react to what they hear and make their contributions at high speed (Roger Scott in Keith Johnson and Keith Morrow, 1981: 70).

As a skill that enables utterances to be produced, when genuinely communicative, speaking is desire- and purpose-driven. In other words, communicating something is genuinely required to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing or

maintaining social relationships and friendships (McDonough and Shaw, 2003: 134). This explanation reflects the single most important reason for speaking.

Spoken language (say speaking) is significantly different from written language (say writing). In writing, the activity is representing words and grammar through orthography while in speaking the activity is constructing words and phrases with individual sounds and using pitch change, intonation and stress to convey different meaning (Harmer, 2002: 38).

Besides, it is affirmed by the assertion of McDonough and Shaw (2003: 133), i.e. speaking is not the oral production of written language, but involves learners in the mastery in the wide range of subskills, which, added together, constitute an overall competence in the spoken language.

According to Riddell (2003: 120) in a lesson, speaking is one of two things. Firstly, it could be a speaking activity designed to give practice of language just learned or reviewed. In this case, the emphasis is as much on accuracy as it is on fluency. The correction will be important. Secondly, it could be a speaking activity designed to promote fluency.

Lewis and Hill (2002: 36) explain about accuracy and fluency practice. According to them accuracy practices are essentially classroom activities which place the emphasis on language learning. They are, unfortunately, not very exciting but are an important part of the learning process. In fluency practices teachers must not correct every mistake, and indeed must positively encourage students to use all means at their disposal to get their message across, e.g. using their hands, drawing, making up new words, etc.

The explanation about fluency also comes from Finegan, Blair, and Collins (1997: 12). They say that to be fluent in a language requires not only mastery of its grammatical rules but also competence in the appropriate use of the sentences that are structured by those rules. The point, they add, is that fluency involves two distinct kinds of competence, i.e. knowledge of how to form sentences and knowledge of what those sentences are capable of doing and of when and how to use them appropriately (as well as how to interpret them in context).

In simple terms, fluency is the ability to talk fairly freely, without too much stopping or hesitating. Moreover, it also requires that the listener understands what is being said, so there must be intelligibility and meaning. In contrast, the emphasis of accuracy is on 'correct English', i.e. the right grammar and vocabulary (Riddell, 2003: 118).

From the four characteristics of a communicative view of language analyzed by Richards and Rogers (2001: 161) and quoted in McDonough and Shaw (2003: 135), the speaking skills can be accommodated. The communicative views of language are: 1) language is a system for the expression of meaning; 2) the primary function of language is for interaction and communication; 3) the structure of language reflects its functional and communicative uses; 4) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

People have goals they want to achieve during their interaction with each other. To gain the information or meaning of what each participant utters, the participants should have communicative skills. It is just because each participant has to be able to interpret what is said to him, which he cannot predict exactly either in terms of form or in terms of meaning, and reply with what language he has at his disposal in a way that takes account of what has just been said and which reflects his own intentions at this point in the interaction.

In the classroom, when students are asked to use spoken language, it means they take part in a process that not only involves knowledge of target forms and functions, but also general knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meanings are made clear.

Dealing with teaching and learning a language in the classroom, Bygate cited in Nunan (1989: 30) suggests that, in particular, learners need to develop skills in the management of interaction and also in the negotiation of meaning. The management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep conversation going, when and how to terminate the conversation and so forth. Negotiation of meaning refers to the skill of making sure the persons you are speaking to has correctly understood you and you have correctly understood them, thus, you are both 'on about' the same thing.

Further, According to Richards and Renandya (2002: 204) speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social

interactions. Therefore, EFL learners need explicit instruction in speaking, which has to be learned and practiced.

Speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- 2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (www.nclrc.org/essentials/speaking/spindex.htm).

Speaking involves some skills which determine the successful oral communication. They are the ability to articulate phonological features of the language comprehensibly; mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency; transactional and interpersonal skills; skills in taking short and long speaking turns; skills in the management of interaction; skills in negotiating meaning; conversational listening skills (successful conversations require good listeners as well as good speakers); skills in knowing about and negotiating purposes for conversations; using appropriate conversational formulae and fillers (Nunan, 1989: 32).

Finally perhaps it is no exaggeration for opinion which mentions that speaking is often regarded as the most important of the four language skills

because people who learn a language as their second or foreign language refer to the ability to communicate (to speak) using the language in the same manner as the speakers of the language. Moreover, speaking includes all other kinds of knowing such as correctness in grammar, pronunciation, and spelling (accuracy); and the flow of speech in the communication process (fluency).

2. Teaching Speaking in EFL Context

In EFL countries where English is not an official language, English is increasingly the first foreign language studied at schools and colleges. It may be an important school subject and it may be necessary to pass an examination in English to enter university. It may be the language of certain courses at a university, or at least of a large percentage of the students' textbooks. It may be needed for people who work in tourism, business, and for some sections of the civil service (Richards, 1985: 2).

English is not the official language and it is not the mother tongue of any society in Indonesia. It is the first foreign language learned and taught in the schools from the elementary to high schools and the colleges/ universities. The classes where most of students learn the language are called EFL (English as a Foreign Language) classes.

Based on Nunan's survey (1993) stated in Celce-Murcia (2001: 110), EFL teachers found some big challenges in the EFL classroom where all students speak the same first language and English is not used outside the classroom. The challenges are the lack of motivation, getting students to speak, and the use of the first language. The large classes also belong to the teachers' challenge, i.e.

limiting both student opportunities to talk and teacher opportunities to provide feedback. Other problems may arise when the curriculum does not emphasize on speaking skills or view them solely as an avenue to grammatical accuracy. Moreover, if the teacher is a non-native speaker of English, he or she may not be competent or confident in speaking English.

Celce-Murcia (2001: 110) gives some a general suggestion as the solution to the problems explained above commonly faced by the EFL teachers. She suggests that when teaching speaking skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating, and varied.

Teaching speaking, of course, should be carried out communicatively. Scott in Johnson and Morrow (1981: 72-77) states the process of teaching speaking in a communicative way. The stages are as follows.

a. Stating objectives

The teachers' job in teaching speaking communicatively is to put across what operation the students are going to learn. Since there are many operations, conveying objectives can be done in some ways such as telling the students explicitly the objectives of the lesson and using visual means.

b. Contextualization/Presentation

In this stage, the language operations which will be learnt are presented in the context either in the form of dialogues or reading passages to make the language item clear. An item only takes on meaning as a result of the total context in which it is used and an item without context in this sense cannot properly be said to have meaning at all.

Madya (2007: 5) on her course handout shows some ways to contextualize a lesson. Those are relating the lesson to the students' experiences interests, and the life environment (at school, home), starting with what the students have mastered (knowledge, skills, experiences), relating the new things to the old ones, and involving the students in using English with going from easier to more difficult things, from more familiar to less familiar things, and from things immediately used to those to be later used.

c. Practice and transfer

In the practice stage, the teacher drills the students to check whether they have understood the language operations presented. The activity can be done through choral repetition by the students of the language presented and then move into individual responses directed by the teacher. Providing information gap and feedback is also a part of this practice stage. By putting language to use as soon as possible, practice, thus, takes the form of rapid transfer to further applications of the target operations.

3. The Principles of Teaching Speaking

Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi, 2006).

The single most important reason for teaching speaking is to develop oral fluency, that is, the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. To meet this objective, speaking skills should be taught in

the proper way. Below are some principles of teaching speaking which should be considered by the teachers, so their classroom activities can contribute to maintain students' speaking skills.

a. Taking account of the student as a *person*

This can be met by being sensitive, sympathetic, and encouraging toward the students. Selecting materials which are motivating and within the students' ability can also be used to meet this first principle.

b. Reducing anxiety by moving from easy to less easy

It can be done through some ways, for example, helping students take short turns, providing a familiar and private environment, using information-gap activities, and trying the activity before acting.

c. Maintaining a careful balance between accuracy and fluency

The teachers need to provide practice in pronunciation, words stress, sentence stress, intonation and pause. They need also to provide opportunities for fluent use of speech.

d. Providing a good model for students to imitate

The teachers can be a good model for the students through learning to speak English acceptably themselves, repeatedly use target speech patterns, and consciously teach correct pronunciation.

e. Providing appropriate stimuli for eliciting speech

Teaching aids have an important role in teaching-learning process. They can stimulate the students to speak as if they were in a concrete communication situation. According to Harmer (2001: 134) the teaching aids were used to

explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. The teachers can use some teaching resources such as pictures, stories, songs, conversations, books, radio, TV cinema, and audio and video cassettes. Moreover, Celce-Murcia (2001: 459) explains that media can and do enhance language teaching, i.e. assisting teachers in their jobs, bringing the outside world into the classroom, making the task of language learning a more meaningful and exciting one, and lending authenticity to the communicative situation.

f. Varying classroom interaction modes

The interaction modes could be from individual to whole class, pair work, and group work.

g. Giving clear instructions

The teachers should speak aloud, slowly and clearly, and also demonstrate the proposed task.

h. Monitoring student activity continuously

This matter includes encouraging those who find the activity difficult, noting down common and recurring errors, and praising students who perform well or try hard.

i. Preparing well for class

The teachers, for example, make a checklist of things to obtain, and things to do. The teachers' preparation is reflected on a lesson plan as the guidance during and after the lesson. Through the lesson plan, thus, the teachers have set what the lesson is for (the aims) and what the teachers and the students will do

during the lesson and how they will do it (the procedures).

j. Handling errors sensitively and effectively

The teachers are suggested to 1) ignore performance errors and errors that are repeated, 2) correct errors in language areas that are recently taught and errors in structures that need to be used frequently by the student (e.g. ‘What means this?’ instead of ‘What does this mean?’), 3) correct errors through modeling, flooding to ‘wash them out’, and explanation.

k. Remembering correction depends on the phase of the lesson (Is it the accuracy phase?) and the self-confidence of the student

(<http://www.google.co.id/search?hl=id&q=the+checklist+of+students%27+speaking+ability&start=90&sa=N>)

4. Activities Promoting Speaking Skills

To promote the development of learners’ speaking skills, the learners should be provided with the opportunity to use the language they know in meaningful activities they feel motivated to talk about. Accordingly, in language teaching materials, activities designed need to focus on tasks mediated through language or that involve the negotiation and sharing of information by the participants (McDonough and Shaw, 2003: 143).

According to Riddle (2003: 125-126), the types of speaking activities depend on the level and who is in the class. He suggests that teachers should avoid culturally-sensitive topics, and politics and religion at all times. Perhaps the activities have been available in course books, but according to him, teachers should adapt ideas to make them more suitable and explore whatever resources

are available. In addition, he states that the goodness of speaking stages is that teachers do not actually need materials every time; they can sometimes verbalize the task.

Some activities can promote speaking skills. These activities, of course, should be communicative. Littlewood (1981: 17-18) advocates some contributions of communicative activities to language learning.

a. They provide 'whole-task practice'.

Learning to carry out various kinds of skilled performance involves not only the *part-skills* of which the performance is composed but also the *total skill* or whole-task practice. In the case of foreign language learning, communicative activities regarded as whole-task practice are established in order to suit the learners' level of ability.

b. They improve motivation.

Motivation is very important in language learning. It helps make learning successful (Spratt, *et al* 2005: 38). In addition, it is rare for people who study another language (say a foreign language) not to have desire to speak it.

There is a greatly important variable which influences the success of learning (language learning). That is motivation. Harmer (2002: 98) states that most fields of learning accept that motivation is essential to success, i.e. People have to want to do something to succeed at it. Without such motivation the necessary effort is almost certainly failed to make. In other words, motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

Williams and Burden (1997: 120) in Harmer (2002: 98) suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previously set goal'. According to Brown (2007: 169) includes the need for ego enhancement as a prime motivation. This is the need "for the self to be known and to be approved of by others.

Motivation is divided into two terms namely extrinsic motivation, i.e. the result of any number of outside factors, for example, the need to pass the exam, the hope of the financial reward or the possibility of future level. The second is intrinsic motivation. In contrast to the first one, it comes from within the individual, i.e. a person may be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Furthermore, Harmer (2002: 98) mentions that most researchers and methodology have come to the view that intrinsic motivation produces better results than its extrinsic counterpart.

Lewis and Hill (2002: 35) state that language learning has two distinct objectives, i.e. to use the language as an effective means of communication, and, more formally, to use the language accurately. They also explain that those objectives possibly overlap to some extent. The student who makes too many mistakes will not communicate well, while it is frequently possible, and some students necessary, to communicate effectively even if the message contains a fairly high proportion of formal errors.

c. They allow natural learning.

Many aspects of language learning take place through natural processes, which operate when a person is involved in using the language for communication. Thus, communicative activity either inside or outside the classroom is an important part of the total learning process.

d. They can create a context which supports learning.

Communicative activities can help to humanise the classroom and to create an environment that support the individual in his efforts to learn since they provide opportunities for positive personal relationships to develop among students and between students and the teacher.

Nunan (1989: 66) explains three principal activity types. They are as follows.

a. Information-gap activity

It involves a transfer of given information from one person to another - or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language.

b. Reasoning-gap activity

It involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns.

c. Opinion-gap activity

It involves identifying and articulating a personal preference, feeling or attitude in response to a given situation.

Based on the three principal activity types, Pattison (1987) in Nunan (1989: 68) proposes seven activity types namely questions and answers, dialogues and role-plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions. In addition, there are some other types of speaking/communicative activities which are proposed by other experts. For instance, Lubis (1988: 40) mentions 'guessing games' as one of communicative activities and Riddell (2003: 126) mentions 'describing visuals' as one of speaking activities which allow students with imagination and sufficient language to extend their normal classroom speaking.

There are certain types of activity that tend to be popular and widely-used. Harmer (2001: 271-274) proposes some classroom speaking activities that can promote speaking skills, such as acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role-play.

Moreover, Riddle (2003: 127) advocates tips to conduct a successful speaking activity as follows:

- a. Planning the activity properly
- b. Knowing what will do if not everyone turns up and hopes do not materialize
- c. Thinking in advance about issues of classroom management, especially if the class is very large with rows of tables
- d. Justifying the activity at monolingual class in a non English-speaking country
- e. Planning instructions carefully, so it is clear what the activity is, what students' roles are, etc.

- f. Giving an idea of time so as to increase the likelihood of the activity lasting as long as it is wanted to
- g. Getting out of the way. If teachers remain the focal point in the class, the students are likely to be more inhibited. Therefore they need to, for example, use light background music if they are with small classes and remain at the front in order to keep everything under control if they are with very large classes.
- h. Making sure the activity is appropriate in terms of language required and topic choice
- i. Providing a clear task at lower-level classes since it is impossible expecting the students to be instantly fluent
- j. Monitoring the activity but not interrupting. Encouraging quieter individuals or groups, though
- k. Trying to allow enough time afterwards for some feedback to the activity
- l. Doing some delayed correction work

From the explanation above, it is clear that in learning a language, students need activities which provide them with opportunities to practice the target language. There are many of speaking/communicative activities proposed by some experts. If these activities are taught in the right way, the students will have motivation to speak/practice the language (English) and be interested in learning. Above all, the important thing of applying the speaking/communicative activities is the students' speaking ability can be promoted.

5. Communication Games

Communication games mean games which are designed to provoke communication between students frequently depending on an information gap so the activities require one student to talk to a partner in order to, for example, solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures (Harmer, 2001: 272).

Speaking activities based on games or they can be called game-based activities are often a useful way of giving students valuable practice. They can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback through activities such as filling in questionnaires and guessing unknown information. Besides, game-based activities are fun, communication based, and require the learners to use the information they find out in a collaborative way for successful completion of a particular task (McDonough and Shaw, 2003: 144).

6. The Characteristics of Junior High School Students

Teaching and learning are two kinds of activities which cannot be formulated apart from one to another. Teaching is an activity intended to bring about learning. In other words, the purpose of teaching activities is to facilitate and satisfy the objective of learning. Then, the way of learning will influence the method of teaching.

According to Harmer (2001: 37) the age of learners or students is a major factor deciding the way and what to teach. Students in different ages have

different needs, competences, and cognitive skills. Moreover, Spratt, Pulverness, and Williams (2005: 52) state learners or students of different ages have differences in learning characteristics. These learning characteristics influence the attitude of the students to learn a language and how they learn it. The teaching to learners, therefore, is different depending on the age of the learners.

Junior high school students are at the age of teens. It is based on the explanation by Brown (2001: 91-92) that teens are those whose ages range between twelve and eighteen or between childhood and adulthood. He also adds that teaching teenagers needs a very special set of considerations. Nevertheless, little is specifically said in the language-teaching field about teaching at this level.

Spratt, Pulverness, Williams (2005: 53) state some learning characteristics of teenagers, i.e. starting to keep still for longer periods but still need to move, concentration developing, beginning to learn in abstract ways through thinking as well as experiencing, beginning to control and plan their own behavior, may worry about what others think of them, sometimes uncomfortably aware of themselves and/or their actions, pay attention to meaning and increasingly to form, and beginning to increase their experience of life.

Harmer (2001: 37) states some commonly belief about age. According to him students at the age of adolescent are unmotivated, surly, and uncooperative and that therefore they make poor language learners. Moreover, he also explains reasons why students, particularly teenage students, may be disruptive in class. It may be caused from the need for self-esteem and the peer approval and the boredom they feel. While adolescents can cause discipline problems, it is usually

the case that they would be much happier if such problems did not exist. They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them, much less this is done in a supportive and constructive way so that he or she 'helps rather than shouts'.

However, teenagers, Harmer (2001:39) adds, if they are engaged, have great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. The teachers' job, therefore, must be to provoke student engagement with material which is relevant and involving.

7. English Teaching and Learning in Indonesian Junior High Schools

English is a means of communication orally and in the written form. It has four language skills namely listening, speaking, reading, and writing. These four language skills are used to respond to and create a discourse in the social life. Therefore, the English subject is directed to develop those skills so that the graduates are able to communicate and create a discourse in English in a certain literacy level.

The levels of literacy are performative, functional, informational, dan epistemic. In the performative level, people can read, write, listen, and speak using symbols. In the next level, functional, people are capable to use language in many social functions such as reading newspapers, manual, and directions. In the informational level, people are able to access knowledge using their language competence, while in the epistemic level, people can express their knowledge to the target language (Wells, 1987) cited in (BSNP, 2006: 123).

Based on (BSNP, 2006: 123-124), the English teaching learning in the Junior High School is aimed at achieving the literacy level at the functional level, i.e. the students are able to use English in the form of oral communication. The scope of English subject in the Junior High School comprises 1) discourse competence; 2) the competence of comprehending and creating short functional texts and monologues and essays in the form of procedure, descriptive, recount, and narrative; 3) proponent competence such as grammatical competence, sociolinguistic competence, strategic competence, and discourse competence.

B. Conceptual Framework

Speaking is regarded as the most important of the four language skills because people who learn a language as their second or foreign language refer to the ability to communicate (to speak) using the language in the same manner as the speakers of the language and, moreover, speaking includes all other kinds of knowledge such as correctness in grammar, pronunciation, and spelling (accuracy); and the flow of speech in the communication process (fluency). Moreover, in today's trend in language teaching, the emphasis has been shifted into spoken language. People who learn language not only learn the structure of language features but more than that they have to have competence to use the language to communicate like in real life.

However, learners or students commonly think that speaking is the most difficult skill to acquire. They need to have adequate speaking skills and should practice speaking (using English) continuously, thus, they can carry out

communication. On the other hand, the (EFL) teacher also finds some common difficulties in the EFL class namely the lack of motivation of the students, getting students to speak, and the use of the first language.

Based on the observation, there are some problems found in the process of teaching learning English in SMP N 1 Ponjong especially in VIII B class. The students' speaking ability was considered to be low. The English teaching learning process was not able to motivate the students to speak English. Moreover, it did not provide the students ample opportunity to speak English. Some students, thus, did not really have much self-confidence to speak English.

From the view of the importance of speaking, teaching speaking, in any case, needs improvement. It is the teacher's task to improve the students' speaking ability since teachers have the authority to manage the classroom including the activities and the students during the teaching and learning process. To improve speaking ability, the students should practice English more and continuously. The students have also to be motivated to speak and practice English. A language teacher may work collaboratively to find problems and their cause and effects. Then, they try to solve the problems by planning, implementing, observing, and reflecting the actions implemented.

Based on the consideration above, the researcher then tried to improve students' speaking ability by implementing some possible efforts in the field. There were some steps done by the researcher. Firstly, she observed and identified the problems in the field. Next, she and the English teacher planned some efforts which were considered as the solution. Then, the actions were implemented. Both

of the researcher and the English teacher observed and monitored what was going on during implementing the actions. Finally, the research members discussed and shared what they thought about the actions implemented. It is expected that there would be some changes in the teaching of English at the VIIIIB grade students of SMPN I Ponjong after applying the new techniques.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The research conducted in SMP N I Ponjong was action research that involves four fundamental phases or moments namely planning which develops out of the initial reconnaissance stage, action, observation, and reflection. As one of the action research characteristics, i.e. to bring about changes and improvement in practice, the research aimed to improve the quality of speaking ability of the students in class VIII B at SMP N I Ponjong, Gunungkidul, Yogyakarta. The researcher developed research group including the researcher, the English teacher, and the principal to work collaboratively throughout the research, i.e. identifying the existing problems in the teaching and learning process in the classroom, selecting problems which are feasible to be solved, planning and implementing the actions, and then last but not least evaluating and reflecting the actions implemented to continue on into further cycles.

B. Research Setting

SMP N I Ponjong is located in Jl. Mangkubumi No. 34, Ponjong, Gunungkidul, Yogyakarta. Some of the students go to school by bicycle. Others are on foot. There is no public transportation passing the school so the students and teachers who go to school by the means of public transportation have to walk for about ten minutes from the nearest bus stop.

The school has some offices occupied by the headmaster, teachers, school administration staff, guidance and counseling teachers. Moreover, it has eighteen classrooms, each of which is generally shared by 35 students; a library, a multimedia room, a medical room, a student union office, a mosque, a canteen, toilets, and a parking area.

The school provides six English teachers, i.e. each level is taught by two English teachers; a teacher teaches class A to C while another teaches class D to F. The school continually tries to develop the quality of the school concerning on the English program and technology-based school.

C. Subject of the Research

The research involved the students of class VIII B at SMP N 1 Ponjong, Gunungkidul, Yogyakarta in the academic year of 2008/2009, the English teacher of class VIII B, and the researcher. The researcher and the English teacher collaboratively conduct the research. The English teacher implemented the action while the researcher helped the teacher in implementing the action, observed and noted the students' reactions toward the implementation. The object of the research was focusing on improving the speaking ability of the students.

D. Time of the Research

The researcher conducted the research at SMP N I Ponjong especially in class VIII B in the first semester of the academic year of 2008/2009. The observation and interview to identify the problem was carried out on 12th August

to 22nd October and the actions were implemented in two cycles on 10th November, 2008 to 29th November, 2008. The English class was taught twice a week. It had 90 minutes for each meeting.

E. Data Collecting Procedure

The researcher used observations and interviews as the data collecting procedure. She observed the teaching learning process in the English class and interviewed the students of class VIIIB, the headmaster, and the English teacher. In the initial reconnaissance, those two data collecting procedures were used to find out students' difficulties in learning English particularly in speaking skills and teacher's difficulties in the teaching learning process, while in the implementation phase those were used to find out the result of the research action. The data, therefore, were in the form of field notes and interview transcripts.

F. Data Analysis

Monitoring is an important aspect of keeping track of and providing evidence of such improvement that might result from action. It can be carried out through observing the teaching learning process in the classroom and interviewing the English teacher and the students. Interviewing to gain insights into teacher's or students' perception is important to avoid leading the interviewee to give the answer the researcher wants or expects.

Field notes and interview transcripts provide genuine data of the findings. After reading the data, the researcher analyzed the description of opinions,

performance, and the result of the research. From the data gained from monitoring, the change in the teaching learning process and the progress could be presented.

G. Procedure of the Research

1. Establishing an action research group

The researcher established a research member who could come together to work together on an action research project. The research members were the headmaster of SMP N I Ponjong, the English teacher of class VIIIIB, and the researcher. Nevertheless, the headmaster did not involve in implementing the actions. He entrusted the English teacher and the researcher to conduct the research implementing the actions.

2. Establishing principles of procedure

In this stage, the research members who were involved in implementing the actions, i.e. the researcher and the English teacher established some guidelines for working together during the research process. They defined the role of each research member, so they would understand how they were going to work together.

3. Initial Reconnaissance

The researcher identified the existing problems in the teaching and leaning process in the classroom through observations and interviews. The researcher observed the process of English language teaching learning in class VIIIIB at SMP

N I Ponjong. Moreover, the researcher interviewed the headmaster, the English teacher, and some students of class VIII B.

During this initial reconnaissance phase, the English teacher teaching in class VIII B was moved to a new post that was an elementary school. She should teach there. She could not continue to involve in the research project. Automatically, this gave impact on the research especially in establishing an action research group. Accordingly, the researcher contacted the new English teacher; finally, she agreed to come together in the research project. The researcher interviewed her and observed the English teaching learning process conducted by her in class VIII B.

4. Defining the concerns: identifying the theme

Based on the interviews and observations, the researcher and the English teacher selected the problems and obstacles found which both the researcher and the English teacher could concern and be able to do something about.

5. Planning for action

The researcher and the English teacher planned to make some actions which were able and appropriate to improve the speaking ability of the students of class VIII B. Moreover, they established a time frame in which the action and the monitoring was to take place, and clarified the roles and responsibilities that each of the research members would undertake.

6. Action implementation

Actions which have been planned by the researcher and the English teacher to improve students' speaking ability were implemented in the classroom.

Each member had her own job; who was doing what, during the implementation of the action. It was the English teacher who performed the actions while the researcher helped her and observed the process.

7. Observation

Both of the researcher and the English teacher observed, monitored, and recorded what was going on when the actions were being implemented. It was necessary to know the change as the result of the actions.

8. Reflection

The research members came together to discuss and share what they thought about the actions which had been implemented, and the result of the activities of monitoring. Through these activities the research members knew the strengths and the weaknesses of the actions which should be considered to develop the next plan.

9. Developing a new plan and cycle

The researcher and the English teacher discussed and made a plan for the next cycle. They worked based on the result on cycle one. The plan reflected some ideas as to what to do next. Actions which were successful in the previous cycle would be continued while those which were not would be revised in the next cycle.

CHAPTER IV THE RESEACH PROCESS, FINDINGS, AND INTERPRETATIONS

A. The Sharpening of the Problems

Action research is a type of research that can be carried out in classrooms. It aims to improve both specific practices and the climate within the classrooms through the process of collective, critical, self-reflective inquiry. It involves the research members working together toward improvement of their own practices, i.e. examining their practices and developing shared understandings of the meaning of concerns and actions. The outcome of action research, thus, is either the improvement of practice or increased knowledge in the participants' actions and about the process of changes.

To identify the existing problems in the field, the researcher observed the English teaching learning process in the classroom. Besides, she interviewed some parties who were involved in the process namely the students of class VIIIB and the English teacher.

From the activities of the problem identification, there were some problems found. The researcher and the teacher discussed the field problems. Based on the discussion it could be inferred that the speaking ability of the students was still low since the practices in the classroom rarely touched and promoted the case. The research members selected some problems they could do something about or feasible to solve. By selecting problems, the researcher and the English teacher defined their concern. Below are the problems:

1. Students lacked self-confidence in speaking English.
2. Students lacked the opportunity to speak.
3. The English teaching learning activities were not various.
4. Students were not really active during English classroom activities especially in speaking activities.

The students' speaking ability was considered to be low. Their low speaking ability generated their low self-confidence to speak English. This was the result of the speaking learning process in the classroom where activities to provide the students' opportunity to speak were rarely conducted and even were not conducted in interesting ways, i.e. the English teaching learning activities were not various and the teacher rarely used media in teaching.

B. Determining Some Actions to Solve the Field Problems

Having defined the research concerns, the research members discussed and planned some actions which were regarded as suitable and effective activities to overcome the problems and also the media they might use during action implementation. The actions were as follows:

1. Conducting speaking activities based on games
2. Using teaching media (pictures and flash cards)
3. Providing vocabulary and practicing the pronunciation

Those actions were then expected to be able to improve the situation in the field in order that the students had self-confidence to speak English and an ample

opportunity to speak, the English teaching learning activities were various and interesting, and media were used in teaching learning English.

Besides, the researcher and the English teacher established the time frame on which the actions were conducted. The actions were implemented in two cycles. Moreover, the research members clarified the roles and responsibilities undertaken by each research member. It was the teacher who carried out the teaching learning process in the classroom. She monitored what happened in the classroom as well. Meanwhile, the researcher facilitated, observed, and monitored the process of teaching learning during the implementation of the actions.

C. The Relation between the Actions and the Field Problems

The actions in the action research hopefully can effectively overcome the problems as the concern. Thus, as much as possible the actions implemented by the research members can contribute to improve the students' speaking ability. The descriptions of the relation between the actions which had been conducted in this research and the fields problems were as follows:

The first one was using teaching media such as pictures and flash cards when delivering teaching material and conducting classroom activities. The media functioned not only for catching the students' attention and interest in the lesson but also for encouraging them to be active in the teaching learning process. Therefore, in the teaching the speaking the media were directed to motivate the students to speak up and practice English.

The second one was conducting communication games (speaking activities based on games). This action was hoped to give the students' opportunity to speak English and let them study English enjoyably. Moreover, games would make the activities in the classroom not monotonous.

To expand the students' vocabulary mastery and also to maintain students' comprehension about English words and texts, providing vocabulary and practicing the pronunciation was needed. Moreover, this activity was expected to improve students in pronouncing English words which were considered as difficult words. Finally, when students had had enough vocabulary and known how to pronounce them hopefully they could speak or make English conversation confidently.

The diagram below shows, in brief, the relation between the actions and the field problems.

The Actions
1. Using the teaching media
2. Conducting communication games
3. Providing vocabulary, practicing the pronunciation

Actions	Field Problems
1	1,3,4
2	2,3,4
3	1,2,4

The Fields Problems
1. Students lacked self-confidence in speaking English.
2. Students lacked the opportunity to speak/practice English.
3. The English teaching learning activities were not various.
4. Students were not really active during English classroom activities especially speaking activities.

D. The Action Implementation, Findings, and Interpretation

1. Cycle I

a. Planning I

After defining the research concern, the researcher and the English teacher planned some actions to achieve the expected condition namely:

- 1) The students were confident in speaking English.
- 2) The students had an ample opportunity to speak/practice English.
- 3) The English teaching learning activities were various and interesting.
- 4) The students were active during English classroom activities especially speaking activities.

To realize the condition above, in cycle I, the researcher and the English teacher determined some actions. They were as follows:

- 1) Using the teaching media
- 2) Conducting communication games
- 3) Providing vocabulary and practicing the pronunciation

Those actions would be implemented by following the school calendar. The schedule of the English subject of class VIII B was on Monday at 7.40-9.00 a.m. and Saturday at 11.40-13.00 p.m. Each meeting covered the three actions. Clarifying the role of each research member was another part of the planning activity. It was the teacher who carried out the teaching learning process in the classroom. She monitored what happened in the classroom as well. Meanwhile, the researcher facilitated, observed, and monitored the process of teaching learning during the implementation of the actions.

b. Action and Observation I

In cycle I, the actions planned were implemented twice on 10th November 2008 and 15th November 2008. During the action implementation, each of the research members carried out her role which had been clarified in the previous time.

1) Using the teaching media

The teaching material for class VIIIB was a descriptive text. Students learned how to describe something by identifying its general characteristics. The topic described was animals and people.

For helping students to get the meaning of the descriptive text, the teacher used a picture of the intended animal. Thus, the students could know the parts of the animal described. The media used was also intended to catch the students' attention, so they would keep being involved in the lesson. Moreover, for doing the activity, she also used flashcards to present the pictures of some animals. This was aimed to motivate the students to speak English and be active in the teaching learning process.

According to the teacher, the media (pictures) helped much on her teaching. She could deliver the teaching material. The students seemed to get her explanation easily and they were interested in the teaching material. They were also motivated to speak. This statement can be seen in the interview transcript below:

R : *Dengan adanya media picture tadi, bagaimana menurut Anda, membantu nggak dalam mengajar?*

(What's your opinion about the pictures as the media? Did the media help you in teaching?)

T : *Sangat membantu. Anak-anak jadi memperhatikan trus apa itu... mereka juga jadi kelihatan lebih aktif, mungkin karena dong ya. Waktu bekerja dengan temannya, gambarnya juga membantu.. mereka jadi antusias gitu lho.*

(Yes, they did. The students paid attention to the lesson. They also seemed more active, for they understood the lesson probably. When they worked in pairs, the pictures also help much... they became enthusiastic.)

R : *Mereka jadi aktif berbicara pake Inggris gitu ya bu?*
(Did you mean that they became active in speaking English?)

T : *He'em, iya.* (Yes.)
(Interview 16)

The teaching media also made the explanation from the teacher was clearer. The students were interested in the lesson and could understand the input material. The opinion of the students can be seen in the interview transcript below.

R : *Kegiatan bahasa Inggris di kelas tadi menyenangkan nggak menurut kalian?*
(In your opinion, was the English lesson interesting?)

S : *Menyenangkan.*
(Yes, it was.)

R : *Kenapa menyenangkan?*
(Why?)

S : *Kegiatannya menarik dan gurunya juga enak Miss.*
(The activity was interesting and the teacher was good.)

T : *.... Kalo gurunya enak, gimana maksudnya?*
(What did you mean by saying that the teacher was good?)

S : *Ya... jelas neranginnya. Pake gambar, teksnya juga diterjemahkan bareng-bareng.*
(The teaching was clear. She used pictures and the text was translated.)

(Interview 18)

At the first meeting, the object described was animals. At the time, the teacher used a white-black picture of a giraffe to illustrate the description of a

giraffe. She described the general characteristics of the animal by showing the picture. By doing this, the teacher also tried to give an example of the way to describe something, in this case, an animal. Although, the students seemed interested in the lesson because of the picture, still there was a weakness as to the teaching media. The white-black picture of a giraffe did not illustrate the real giraffe and it was too small to see by the students who sat in the backside of the classroom. Therefore, the next meeting needed improvement in this matter. This was stated by the teacher to the researcher as reflected in the interview transcript below.

R : *Kalau untuk kegiatannya sendiri yang perlu ditingkatkan apa Bu?*

(Related to the activity, which aspect needs improvement, mam?)

T : *Yang perlu ditingkatkan menurut saya mungkin pemberdayaan fasilitas ya. Jadi fasilitasnya dikomplitkan lagi kalau misal ada peragaan apa atau gambar-gambar seperti itu kita berikan lagi yang lebih lengkap, yang lebih jelas dan lebih besar jadi anak-anak akan lebih tertarik.*

(I think the facility. The pictures should be clearer and bigger so the students will be more interested.)

(Interview 16)

In the second meeting, the object described was people. At the moment, the teaching media used were pictures of some people who had different physical appearances. The students were urged to know the general characteristics of their physical appearance. The pictures used were colored and bigger than those in the first meeting, thus they were clear enough for the students even those who were at the backside of the class to see.

During the speaking activities (communicative games) the media used were flash cards. They contained the pictures of animals (first meeting) and people (second meeting). The students said that the pictures were interesting and made the activity exciting.

- R : *Tebak-tebakan menggunakan kartu seperti tadi kamu bisa nggak?*
(Could you play the guessing game using the flashcards?)
- S : *Bisa. Gambarnya menarik jadi lebih seru.*
(Yes, I could. The pictures were interesting and the game was exciting.)

(Interview 13)

It was strengthened by another student in the interview transcript below.

- R : *Tadi kesulitan nggak pas tanya jawab main tebak-tebakan pake gambar itu?*
(Did you find difficulty playing the guessing game using the flashcards?)
- S : *Nggak Miss. Malah asyik.*
(No, I did not. It was fascinating.)

(Interview 15)

The interview transcript above also reflected that the students could easily use the flashcards for playing the guessing game. The expression was also reflected in the following interview transcript.

- R : *Kalian bisa nggak melakukan tanya jawab menggunakan kartu tadi?*
(Could you make question-answer by using the cards?)
- S : *Bisa, jadi kaya ngobrol biasa sama temen.*
(Yes, I could. It was just like carrying out conversation with friends.)
- S3 : *Gambar buat tebak-tebakannya jelas, jadi mudah dipake.*
(The pictures for guessing were clear so they were easy to use.)
- R : *Jadi kalian suka pake kartu buat tebak-tebakan tadi?*
(So, you liked to use the pictures, right?)
- S1,S
2,S3 : *Iya, suka Miss.*
(Yes, we did.)

(Interview 14)

In addition, based on the interview transcript above, those pictures helped much on students' speaking. The students were motivated to speak due to the media (pictures). They were confident to speak up and practice English which was realized in playing the guessing game with their friends using the flashcards.

2) Conducting communicative games

Speaking activities based on games or they can be called game-based activities were used to give students experience and an ample opportunity to speak English. Moreover, these activities were intended to vary the teaching and learning activities and to make English teaching learning more interesting.

At the first cycle, the communicative games conducted by the researcher were describing activities. The objects described were animals and people (their physical appearances). At the first meeting, the students worked in pairs. The researcher distributed pictures of animals in the form of flash cards. Each student got one. Those flash cards had a code each. The students should look for their partner who had the similar code with theirs. A student whose card was in code A, for example, worked in a pair with the student whose card was in code A₁.

In each pair, the first student described his/ her own animal picture, while the second student guessed the intended animal, and vice versa. After every picture was guessed and all pairs had finished doing the task, the researcher called on randomly at a pair to go in front of the class to describe their own pictures, while other students guessed and/or the others found the clues by asking some questions, for instance 'Does it have long ears?'. The answers could be 'Yes' or

'No' depending on the physical characteristics of the animal. If the clues were adequate to guess the object, someone or other pairs could mention the intended animal. Those who were able to guess and mention the described animal correctly got the next turn to describe their own pictures, and so on.

At the second meeting, the students made groups of four. Each group got four pictures (each student got one) of different people in the form of flash cards and a piece of paper which contained the description of the four persons. Four students in every group took turns reading the description. The student whose picture matched the description showed the picture and got the next turn to read the description, and so on.

After all groups finished the task, there was a contest. The researcher chose groups two by two. One group described their own pictures (each student described one of the pictures) without looking at the written description while another group guessed the people described by pointing to or showing the pictures. This activity was done in turns between the two groups. The group who became the winner would get stickers.

During the speaking activities, the students, where possible, used English in describing objects (animals and people). However, still there were some mistakes in their English. Their English sometimes was not fluent and sometimes not accurate. Nevertheless, they kept going on their tasks.

Since these activities were something new in the English teaching learning process, especially teaching speaking, the students were enthusiastic. They liked and enjoyed the activities. They could compare that during the action

implementation the learning situation was not strained as reflected in the interview below:

- P : *Gimana pelajaran tadi?*
(In your opinion, how was the lesson?)
- S : *Menyenangkan.*
(It was fun.)
- P : *Kenapa menyenangkan?*
(Why was it fun?)
- S : *Yo itu kegiatannya lebih menarik daripada yang kemarin-kemarin. Belajarnya jadi lebih santai.*
(The activity was more interesting than before. The learning situation was also not strained.)
- (Interview 13)

The activities also could make the students active and motivated since they could drive away their boredom during the teaching learning process as they usually found before the implementation of the action.

- P : *E... kalau game tadi menurut kamu gimana?*
(What did you think about the game?)
- S : *Menyenangkan Mis.*
(It was exciting, Miss.)
- P : *Menyenangkan apanya?*
(Which was exciting?)
- S : *Gak cuma duduk tapi bisa ke temen yang lain.*
(In that game, we did not only sit down on our chair but we could also go around to the other friends.)
- P : *Jadi gak bosan cuma duduk di kursi masing-masing gitu ya?*
(So you meant you were not bored anymore since it was boring just sitting on your chair?)
- S : *Iya.*
(Yes, exactly.)
- (Interview 17)

The students said that during the implementation they did a lot of practice to speak English. They loved to do that and hoped to have more interesting activities as reflected in the interview below.

- R : *Apa kesan kalian untuk kegiatan tadi?*
(What's your impression of the activity?)
- S2 : *Itu Miss tadi tu banyak prakteknya.*
(There was a lot of practice.)
- R : *Praktek untuk apa?*
(Practice for what?)
- S2 : *Iya, itu baca sama bicara.*
(Reading and speaking.)
- R : *Kalau banyak prakteknya seperti tadi suka nggak kalian?*
(Did you like that?)
- S2 : *Iya suka.* (Yes, I did.)
- S1 : *Besok kegiatannya lebih seru lagi ya Miss.*
(Later on, the activity should be more exciting. Oke Miss!)
- (Interview 14)

Another student said that they liked to speak and have conversation with her friends using English. The student's opinion can be seen in the following interview transcript.

- R : *Kalau gamenya tadi gimana menurut kamu?*
(What did you think about the game?)
- S : *Baru kali ini, sejak ada Miss, ada permainan.*
(It was for the first time, since you were here, there were games.)
- R : *Kegiatannya menurut kamu sulit nggak?*
(In your opinion, was the activity difficult?)
- S : *Gak, seneng Mis bisa tanya jawab sama temen pake bahasa Inggris.*
(No, it was not. I was happy that I could interview with my friends using English.)
- (Interview 19)

There were some weaknesses in the teaching learning process. At the first time, many of the students misunderstood what the researcher instructed. Consequently, the speaking activities were time-consuming and just few of the students could show their performance at the class. Another problem was that the involvement of a few students who sat in the back side of the class was still low.

They (most of them were male students) liked to make jokes and laugh in the class. They did not really understand how the speaking activity should be done. That situation, willy-nilly, more or less gave impact to the others.

3) Providing vocabulary and practicing the pronunciation

In addition to enriching students' English vocabulary, providing vocabulary and practicing the pronunciation was used to arouse the students' self-confidence in speaking English. In other words, this action was planned to give the students motivation so that they were brave to speak English, without hesitation. If they have self-confidence in speaking English, hopefully they will be more active in the teaching learning process especially in the activity in which the students should speak and practice English. Besides that, this action was directed to give the students experience and chance in practicing English since they lacked the opportunity to speak/practice English.

In the teaching learning process, descriptive texts as the teaching material were translated into Indonesian. Those texts were completed by some keywords and the meanings as well. The teacher showed how to pronounce the words in proper way. To check the students' ability in pronouncing those words, the teacher asked some students to read the texts aloud. Then, the teacher gave correction and feedback if it was necessary. Moreover, the teacher also gave some vocabulary which was probably needed by the students when speaking activities were done, in this case describing general characteristics of animals and physical

appearances of people. Thus, the teacher taught, as well, how to pronounce them and how to use them.

The students showed their interest toward this providing vocabulary and practicing the pronunciation. According to them, it made the English lesson clearer and they easily caught the explanation of their teacher reflected on in the interview transcript below.

- R : *Ini saya pengen tahu kesan kalian tentang kegiatan tadi di kelas. Bagaimana menurut kalian?*
(Please tell me, what's your impression about the lesson?)
- S : *Gurunya jelas Mis.*
(The teacher was clear.)
- R : *Maksudnya jelas nerangin pelajarannya?*
(Did you mean it was the lesson which was clear?)
- S : *Iya.*
(Yes, I did.)
- R : *Yang membuat pelajarannya jelas apanya?*
(What made the lesson clear?)
- S : *Ehm... tadi teksnya diartikan jadi paham.*
(Ehm... The text was translated so I could comprehend it.)
- R : *Menjawab pertanyaan secara lisan tadi kamu bisa?*
(Could you answer the questions orally?)
- S : *Iya.*
(Yes, I could.)
- (Interview 19)

Teacher together with the students translated the English text so that the students could understand the input text and were able to answer question given orally. From this activity, the teacher found the students active in the class. Besides, the teacher also taught how to pronounce English words especially the difficult and new words. This activity was necessary for the students since they were usually just perfunctorily pronouncing English words. This opinion was reflected in the following interview transcript.

- R : *Menurutmu guru mengajarkan cara mengucap dalam bahasa Inggris itu berguna gak buat kamu?*
(In your opinion, was it necessary that the teacher taught the way to pronounce English words?)
- S : *Iya.*
(Yes, it was.)
- R : *Kenapa?*
(Why?)
- S : *Jadi tahu kosa katanya dan cara membacanya juga. Biasanya cuma asal-asalan, he...*
(I could know the vocabularies and how to pronounce them. Usually I was just perfunctory in pronouncing the English words actually, he...)

(Interview 13)

The students stated that at that time English teaching and learning become more interesting. These opinions were reflected in the interview transcript below.

- R : *Kegiatan belajar bahasa Inggris di kelas tadi gimana menurut kalian?*
(In your opinion, how was the English learning?)
- S1 : *Menyenangkan.*
(It was fun.)
- S2 : *Seneng.*
(I was happy.)
- R : *Kenapa menyenangkan, kenapa seneng?*
(What made it fun? What made you happy?)
- S1 : *Karena kalau kita belum tahu bisa dijelaskan oleh guru.*
(Because the teacher gave explanation when we did not understand yet.)
- R : *Dijelaskan gimana?*
(How did she give the explanation?)
- S1 : *Tentang descriptive text dan teksnya diartikan jadi lebih jelas.*
(She gave explanation about the descriptive text. Moreover, the text was translated so it was easier to understand.)
- R : *Tadi diajari cara membaca kata-kata yang sulit juga kan? Gimana menurut kalian?*
(You also learnt about the difficult words. What's your opinion about this activity?)
- S2 : *Jadi tahu dan bisa baca bahasa Inggrisnya.*
(I could know the meaning OF and how to pronounce the words in English.)

(Interview 12)

The teacher also gave the students feedback when they made mistakes in pronouncing English words during the teaching learning process. They became aware of their mistakes. They were also brave to speak English even in the front of their friends as reflected in the interview transcript below.

- R : *Tadi kamu menemui kesulitan nggak?*
(Did you find any difficulty?)
- S : *Iya, waktu maju ke depan tadi.*
(Yes, when I performed in the front.)
- R : *Kenapa? (Why?)*
- S : *Ngomongnya salah.*
(I did not pronounce the English words correctly.)
- R : *Kamu tadi jadi nggak pede gitu?*
(You were not confident, were you?)
- S : *Nggak apa-apa. Gurunya membetulkan.*
(It was no problem. The teacher corrected my mistake.)
- R : *Jadi kamu jadi tahu cara mengucapkannya?*
(You knew how to pronounce them then, right?)
- S : *Iya. (Yes, I did.)*
- (Interview 19)

c. Reflection

After conducting the actions in cycle I, the research group had a discussion to evaluate the actions conducted. The results of the reflection were as follows.

The teaching media (pictures) was effective in delivering the teaching material and attracting the students' attention. The teacher felt easy in delivering the teaching material especially description and the teacher also easily attracted students' attention. Moreover, the teaching media made the students more interested in the lesson and motivated to speak in English.

When the students were involved in speaking activities based on games, they had a lot of opportunity to practice English. Moreover, they liked and were

interested in the English lesson since the process of teaching and learning English was not monotonous anymore.

Providing vocabulary and practicing the pronunciation was helpful when the students do speaking activities. It made them brave to speak and practice English. Besides, by understanding meanings, they could comprehend English texts.

There were still some problems found in cycle I. Many of the students misunderstood what the researcher instructed. Consequently, the speaking activities were time-consuming and just few of the students could show their performance in the class. Another problem was the involvement of a few students at the back side of the class was still low. They (most of them were male students) liked to make jokes and laugh in the class. They did not really understand how the speaking activity should be done. That situation, willy-nilly, more or less gave an impact on the successes of the teaching learning process.

2. Cycle II

a. Planning II

Based on the reflection of cycle I, the researcher and the English teacher planned what could be done in cycle II. They decided to implement other communication games which could facilitate and motivate the students to practice English more than before and activate the students in the teaching learning process. They also decided the role of every research group. It was the teacher

who conducted the teaching English. On the other hand, the researcher observed the process and conducted communication games.

b. Action and Observation II

The actions were carried out twice; on November 24th and 29th, 2008. During action implementation, each of the research members carried out her role which had been clarified in the planning session.

1) Using the teaching media

In cycle II, at the first meeting, the researcher used a story in the form of a recount text which was written on pieces of separated paper. The media were used in communication games. They were used to motivate the student to speak up and practice English. The story which was written on the pieces of separated paper was regarded as guiding texts. What the students would say was based on what was written on the paper they hold.

At the second meeting, the media used were the same as those which were used at the first meeting but the text which was written on the pieces of separated paper was a dialog. The research group intended to encourage the students to practice the English dialog.

Arranging jumbled texts was common in the students' class. However, usually the teacher only used texts which were written in the textbook. The students were asked to arrange the jumbled texts and then answer the questions. The media, according to them, gave something new in the English teaching

learning process and had motivated the students to speak as reflected in the interview transcript below.

- R : *Tadi waktu menyusun teks dialog trus praktek ke depan kamu bisa nggak?*
(Could you arrange the jumbled dialog and practice it in front of the class?)
- S : *Bisa. Dulu dah pernah Miss tapi sekarang apa tu... beda.*
(Yes, I could. We had formerly done that but what we had today was... different.)
- R : *Maksudnya gimana?*
(Could you tell me more about that?)
- S : *Ya ada medianya jadi tambah menarik.*
(There were the media. They made the activity more interesting.)

(Interview 28)

The media used also made the learning process enjoyable. They could drive away the students' boredom. The students were happy doing the task given as reflected in the interview transcript below.

- R : *... Ok. Good. Kalo ada media tadi gimana menurut kamu?*
(Ok. Good. What did you think about the media?)
- S : *Medianya juga bagus Miss. Ngerjain tugasnya jadi seneng.*
(The media were also nice. I was happy doing the task.)
- R : *Jadi gak bosan gitu ya?*
(You were not bored, right?)
- S : *He'e.*
(Yes, I was.)

(Interview 25)

The teacher said to the researcher that the simplicity of English language written on the paper as the media in speaking activities should be maintained to give the students impression that English was not difficult but interesting. This opinion was reflected in the interview transcript below.

- R : *O ya bu tadi saya juga tanya-tanya mereka ternyata mereka jadi tambah jelas karena teksnya tadi diartikan.* (Well, I asked them some questions and I knew that they could understand English since the text was translated.)
- T : *Iya, makanya ditanya orally tadi mereka sebagian besar bisa menjawab secara lisan juga. Dan teksnya saya rasa juga mudah jadi mereka nggak begitu kesulitan. Itu perlu dipertahankan Dek, biar mereka nggak malas-malasan belajar bahasa Inggris.* (That's right. When I asked them some questions orally, they could answer the questions orally too. I think the text was not complicated, so it was not so difficult for them. It needed to be maintained in order to get them motivated learning English.)

(Interview 26)

2) Conducting communication games

Communication games were used to make the English teaching learning process livelier and not monotonous. They were also used to give the students a chance to speak and practice English in a fun way.

In cycle II, the students studied about recount texts. At the first meeting the students worked in groups of six. The researcher distributed six strips of paper to each group. Each student received a strip of paper with one sentence on it. He or she was asked to memorize it. Each group was asked to make a good recount by arranging the six strips they received. The result should be presented in front of the class. The researcher chose randomly the groups which would present their result orally. The group which could make correct sequences of the recount was given stickers.

At the second meeting, the procedure of communication games used was the same as that in the first meeting. However, what was written on the strips was

a recount dialog. The students worked in pairs. Moreover, in the beginning, a group who could finish the task earlier than others had the opportunity to present its result orally without looking at the strips. The group also had the right to choose other groups to present their result next. Then, the researcher chose randomly the groups which would present their result. The group which could make correct sequences of the recount was given stickers.

The students enthusiastically joined and did the task given. They did not feel bored and sleepy anymore during the teaching learning process. This opinion was reflected in the interview transcript below.

- R : *Menurut kalian pelajaran bahasa Inggris hari ini bagaimana?*
(In your opinion, how was the English lesson this morning?)
- S1 : *Nggak mbosenin, Miss.*
(It was not boring, miss.)
- R : *Yang buat nggak bosan apanya, menurut kamu?*
(What made it not boring?)
- S1 : *Ya itu ada permainannya. Belajar di kelasnya jadi nggak suntuk.*
(There was the game. Learning in the class became enjoyable.)
- (Interview 21)

The communication games made the activity conducted in the English teaching learning process more various and, of course, interesting. This opinion was extended by the teacher as written in the interview transcript below.

- R : *Pelajaran hari ini bagaimana menurut njenengan?*
(What's your opinion about the lesson?)
- T : *Menurut saya sudah bagus ya. Kegiatannya baru lagi, jadi tambah variasi.*
(I think it was good. The activity became more various.)
- R : *Respon anak bagaimana tadi Bu?*
(How about the students' response?)

- T : *Anak-anak cukup antusias ya. Yang di belakang juga jadi lebih aktif. Kemarin-kemarin kan kadang masih suka main sendiri.*
(The students were quite enthusiastic. Those who were at the backside of the class became more active whereas, before, they liked playing in the classroom.)
- R ; *Kira-kira yang menyebabkan mereka seperti itu apa ya mbak, eh Bu?*
(What made them like that?)
- T : *Ya memang tadi pas permainan pengelompokannya kan satu kelompok enam anak dan setiap anak punya tanggung jawab masing-masing jadi mereka dituntut untuk lebih aktif.*
(I think the grouping in the game rule. We divided them into groups of six. And each student had responsibility in order to make them more active.)
- R : *Iya, kita tadi juga sengaja menunjuk mereka untuk perform ke depan biar mereka punya greget dan ternyata, berhasil.*
(We also intentionally asked them to perform in the front so that they would have motivation.)
- T : *Iya, itu juga termasuk salah satu usahanya biar mereka involved gitu lho Dek.*
(That was also one of the efforts to motivate them involved in the activity.)

(Interview 26)

The interview transcript above also informed that the students, even who were at the back side of the class, were enthusiastic and more active because of the communication games. They were all involved in the teaching learning process, thus, there was no one who disturbed and who were disturbed in the class. The interview transcript below also informed the similar condition.

- R : *Kalo dengan permainannya menurut kalian bagaimana?*
(What's your opinion about the game?)
- S1 : *Menarik.* (It was interesting.)
- R : *Kenapa menarik?* (Why was it interesting?)
- S1 : *Semua jadi ikut.* (All joined in the class.)
- R : *Semua jadi ikut sibuk ngerjain tugas per orangannya ya?* (All students were busy doing the personal task, right?)

S1 : *Iya. Kartunya kan beda-beda Miss. (Yes, they were. The cards were different from one to another, you know.)*
(Interview 22)

Another student stated that the English teaching learning process during the implementation process was lively as reflected in the interview transcript below.

R : *Btw, gimana tadi lessonnya, pelajarane...? (By the way, how was the lesson?)*
 S : *Wah pokoke beda banget sama sebelum Ibu ke sini. (It was very different from the condition before you were here.)*
 R : *Bedanya apa? (What's the difference?)*
 S : *Ya sekarang kegiatannya nggak cuma baca teks trus jawab pertanyaan. (During the implementation, the activities were not only reading texts and answering questions.)*
 R : *Tapi? (But?)*
 S : *Lebih... banyak yang dipelajari trus banyak prakteknya. (We learnt many things and we did much practice.)*
 R : *Kamu suka nggak dengan itu? You were happy about that?*
 S : *Tentu. Yes, of course.*
(Interview 28)

That the students practiced English as much as possible was the aim of the implementation of the communication games. Although they still found difficulty (since they were accustomed to read a written text when they spoke English) and often made mistakes, they did not avoid the activity, on the contrary; they keep doing practice English.

R : *Nek pas berdialog ke depan tadi perasaanmu gimana? (How did you feel when you practiced the dialog in the front?)*
 S : *Seneng Miss. Aku malah suka. (I was happy, Miss. I liked it instead.)*
 R : *Oo... kamu suka ya bercakap-cakap pake bahasa*

Inggris? (You like to converse using English, don't you?)
 S : *Suka banget.* (Yes absolutely.)
 (Interview 29)

The interview transcript below also reflected the same condition.

R : *Bagaimana dengan bahasa Inggris mereka Bu?* (...
 How about their English, Mam.)
 T : *Ya lebih baik ya. Mereka walau kadang masih belepotan,
 tadi pas unjuk kerja ke depan semuanya antusias.
 Dibenarkan, responnya juga baik.* (It was better. Though
 they sometimes made mistakes, they were enthusiastic to
 perform their work in the front. They also gave positive
 response to the feedback given.)
 (Interview 26)

3) Providing vocabulary and practicing the pronunciation

Providing vocabulary and practicing the pronunciation were important to prepare the students with sufficient vocabulary included the meaning and the way to pronounce the words. This action was intended to change the students' mind. They, according to their opinion in the previous time, did not have self-confidence in speaking English since they did not know what to say, how to say it, and what some English words mean. Moreover, by the inspiration that practice makes perfect, through this action the research members tried to encourage the students to practice English continuously and as much as possible.

During the implementation, the teacher together with the students translated the input texts. Moreover, when the students found some difficult words, the teacher taught them, without hesitation, how to pronounce the words and the meaning in the texts. By this action, the teaching material could make

sense for the students. They confessed that it was easy for them to understand the English lesson as reflected in the following interview transcript.

- R : *Kalo belajarnya lebih enak nggak sekarang?* (Was the learning more enjoyable?)
 S : *Iya Miss. Jadi lebih dong.* (Yes, it was. It was easy to understand.)
 R : *Menurut kamu apanya yang menjadikan kamu jadi dong?* (In your opinion, what made you understand?)
 S : *Ya itu teksnya diartikan, trus cara bacanya juga diajari terus.* (The text was translated and the teacher continuously trained the students to pronounce English words.)
 (Interview 30)

According to the teacher, training the students to pronounce English words and translate English texts gave good impact to the students as reflected in the interview transcript below.

- R : *Kita kan setiap pertemuan mengajarkan mereka cara membaca kata Inggris dan juga teks diartikan bareng. Memberi dampak nggak Bu ke anak-anak?* (By training the students to pronounce English words and translating English texts did the activities give good impact to the students?)
 T : *Ya, jelas ya. Pelajarannya jadi lebih masuk gitu buat mereka. Trus dengan lebih banyak latihan mereka jadi nggak ragu-ragu lagi berbicara pake bahasa Inggris.* (Yes, of course. The students could comprehend the material. Moreover, they were motivated to speak English by doing a lot of practice.)
 (Interview 32)

The interview transcript below reflected the students' courage to speak up and practice English even though they knew that sometimes they still made mistakes.

- R : *Kalo pas maju ke depan tadi (masih menemui kesulitan nggak)?* (Did you still find difficulty when you performed in the front of class?)
 S : *Ya kalo aku masih ada yang salah.* (I still made

- mistakes.)
- R : *Kamu jadi nggak pede gitu? (You were not confident, were you?)*
- S : *Nggak masalah. Gurunya membetulkan. (It was no problem. The teacher would help me.)*
- (Interview 23)

Another student also showed their self-confidence to speak up and practice English which can be seen in the interview transcript below.

- R : *Tadi gimana perasaanmu pas praktek dialog ke depan? (How did you feel when you practiced the dialog in front of the class?)*
- S : *Ya biasa aja. (It was nothing.)*
- R : *Gak takut salah? (You were not afraid, were you?)*
- S : *Enggak, pede aja lagi hehe... (No, be confident!)*
- (Interview 27)

c. Reflection II

After conducting the actions in cycle II, the researcher and the English teacher had a discussion to evaluate the actions that had been conducted by analyzing the data from the interviews and the observations. The results of the reflection were as follows.

The communication games conducted in the second cycle were basically arranging jumbled sentences into a good recount text and recount dialog. The activity was very common for the students. However, what had been done in cycle two was more interesting than ever for the students. It was because there were media in the activity. The jumbled sentences were written in the strips of paper. The media, of course, gave something new in the teaching learning process. They made the learning process enjoyable, thus, the students were very happy doing the task.

The communication games conducted in cycle two made the teaching learning process more various, lively, and interesting. The students did not get bored and sleepy. Moreover, in the games the students had a chance to practice English. The media used motivated them to speak up since each student had an important role in the activity especially when presenting the result verbally without looking at the strips as a group work. So, the students assembled in a group should be cooperative in doing the task. Consequently, they, even who were at the back side of the class, enthusiastically joined and did the tasks given instead. Furthermore, it was easy for the students to understand the instruction in the games, and all groups had a chance to present their result. Thus, the weaknesses in the first cycle could be overcome in cycle two.

Providing vocabulary and practicing the pronunciation was effective to make the students understand the English teaching material. Besides, though they sometimes made mistakes they were motivated and did not hesitate to speak since they had done a lot of practice to speak English.

E. General Findings

Based on the reflections of the cycle one and two, a number of points can be inferred as follows.

1. The speaking activities based on games implemented in the two cycles were new in the students' English class. They made the English teaching learning process more various, lively, and interesting. Since they provided the students' chance to practice English without ignoring the characteristic of the

games, i.e. fun, therefore, the students were interested and motivated in doing the activities since they could learn and practice English in a fun way.

2. The teaching media were also something new in the English teaching learning process. For the students, the media were interesting and made them enjoy doing the task given. They also were motivated to speak up and practice English by the media although their English was not perfect.
3. Providing vocabulary and practicing the pronunciation was helpful when the students did speaking activities. It made them brave to speak and practice English. Besides, it was effective to make the students understand the English teaching material.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

During the action research conducted, the research members consisted of the researcher and the English teacher were involved collaboratively to improve the students' speaking ability in the teaching learning process in class VIIIB, SMPN 1 Ponjong, Gunungkidul, Yogyakarta in the Academic Year 2008/2009. The actions implemented were using teaching media, conducting communication games, and providing vocabulary and practicing the pronunciation. There were changes as the results of the actions. The conclusions concerning the results of the actions were as follows.

1. The efforts to overcome the problem related to the students who lacked of self-confidence in speaking English during the classroom activities were done by conducting speaking activities using teaching media. The students become interested in the English lesson and they paid much attention to the material given. They also felt happy to the media used since they made the classroom activity more enjoyable. The students were active doing the task given which utilized their ability to speak English and they were brave to speak in English though they sometimes still made mistakes. Moreover, providing vocabulary and practicing the pronunciation was another effort to overcome the problem. The students easily grasped and understood the English lesson and did not hesitate to speak up and practice English.

2. The efforts to solve the problem related to the students who lacked the opportunity to speak/practice English were done by conducting communication games and providing vocabulary and practicing the pronunciation. The two actions were effectively to provide the students a chance to speak up and practice English in a fun way. It was different from the former condition that it was the teacher, not the students, who had a lot opportunity to speak during the teaching learning process. Besides, classroom activities which encouraged the students to practice English were rarely conducted.
3. The efforts to overcome the problem related to the English teaching learning activities which were monotonous (not various) were done by conducting activities using teaching media and communication games. During the implementation, the English teaching learning process became lively and interesting. The students were interested and actively involved in the English lesson. They enjoyed learning English since the English teaching learning process did not make them bored.
4. The efforts to solve the problem related to the students which was not really active during English classroom activities especially speaking activities were done by conducting activities using teaching media, conducting communication games, and providing vocabulary and practicing the pronunciation. The English teaching learning process which was interested (not monotonous) and encouraged them to practice English as much as possible made the students active and motivated in the learning activities especially speaking activities.

5. There was still a problem emerged during the implementation, i.e. some male students who sat in the backside of the class disturbed the others by their jokes and laughs. The problem could be overcome by giving special attention to the intended students and conducting communication games which were interesting and made the students enthusiastic and motivated to join the teaching learning process.

B. Implications

The results of the action research included the changes which show the successful actions, give some implications. The implications are as follows.

1. The use of communication games can improve the students' participation in the teaching learning process and made the English lesson lively. The students are interested, active, and motivated in the English lesson. Besides, the important point is that the games as the speaking activities successfully facilitate and encourage the students to speak up and practice English in the way the students like. It implies that the teacher can keep using such kinds of speaking activities as one of the efforts to improve the students' participation in the teaching learning process and their speaking ability as well since they have a lot of opportunity to practice English.
2. The use of teaching media such as pictures and flash cards is successful in maintaining students' attention and encouraging the students to be interested and active in the teaching learning activity. The teaching media were also effective motivating the students to speak in English. It implies that the teacher

should be creative in using media to support the teaching and learning process. He or she can use the teaching media to improve the students' activity and attention in the English teaching learning process and the students' motivation to speak/practice English as well.

3. Through providing vocabulary and practicing the pronunciation, the students has a chance to practice English by guidance. Feedback on their speaking given by the teacher makes the students aware to their mistakes. They are motivated and brave to speak in English. Finally, they are interesting joining classroom activities, in this case speaking activities. It implies that the teacher should be aware of students' difficulty in the English lesson especially in speaking English. His or her role in the classroom will help much on the students' speaking.

C. Suggestions

1. To the English Teacher

In the English teaching learning process, the English teacher needs to give emphasis on teaching speaking. She needs to apply, for example, activity using teaching media, communication games, and providing vocabulary and practicing the pronunciation to improve their students' motivation in speaking English and then to bring about the improvement on their students' speaking ability.

2. To the Other Researchers

Other researchers who will take the same research concern as this research need to be creative and have well preparation in designing speaking activities in

the classroom. As what experts say, speaking has an important role in learning a language (English). Nevertheless, the researchers will possibly find that students are unmotivated and unaccustomed to speaking English since classroom activities which give the students an opportunity to speak/practice English are rarely held during the English teaching learning process. Thus, they may explore the same technique or other techniques, i.e. there are many types of speaking activities that can promote students' speaking ability, in teaching speaking since teaching speaking should be held in an interesting way in order to make the students interested and motivated to practice English.

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The Course Grid

Competency Standard: Speaking

4. Expressing meaning through short functional and monolog oral texts in the form of descriptive and recount texts to interact with surroundings

Unit	Theme	Basic Competence	Teaching material	Indicators	Learning Activities	Evaluation	Media	Time	Source	Communication Games
1	Animals	4.2 expressing meaning through simple short monolog by using spoken language accurately, fluently, and acceptable in the form of descriptive and recount texts to interact with surroundings	1. Descriptive texts: The Most Interesting Animal in the Zoo 2. Grammar - Simple present tense 3. Vocabulary - Lash, spot, horn, self protection, frighten, gallop, fight 4. Generic Structure - Identification - Description	<ul style="list-style-type: none"> • Students are able to ask about and answer the information contained in a short descriptive text orally. • Students are able to identify the generic structure of the descriptive text. • Students are able to describe a certain animal orally using appropriate vocabulary and grammar. 	<ul style="list-style-type: none"> - Discussing the content of the descriptive text orally - Identifying the generic structure of the descriptive text orally - Describing a certain animal based on the picture - Pronouncing some difficult words found correctly - Doing speaking task (The students work in pairs, in turn, describe an animal based on the picture and mention the intended animal.) 	Performance	Flash cards, pictures	2x40 minutes	Textbook, the internet, Keep Talking-Klippel	Guessing game

Unit	Theme	Basic Competency	Teaching Materials	Indicators	Learning Activities	Evaluation	Media	Time	Source	Communication Games
1	People		<p>1.Descriptive texts: The Thinnest Actor of Extravaganza Stars</p> <p>2.Grammar - Simple present tense:</p> <p>3.Adjectives Looks: pretty, beautiful, cute Age: young, teenage, old Complexion: fair, dark Build/ figure: small, big, slim, fat, thin Height: tall, short, of average height</p> <p>4.Generic Structure - Identification - Description</p>	<ul style="list-style-type: none"> •Students are able to ask about and answer the information contained in a short descriptive text orally. •Students are able to identify the generic structure of the descriptive text. •Students are able to describe people orally. •Students are able to identify and mention people described orally. •Students are able to use adjectives to describe persons. 	<ul style="list-style-type: none"> - Discussing the content of the descriptive text orally - Identifying the generic structure of the descriptive text orally - Describing a certain person orally based on the picture - pronouncing some difficult words found - doing speaking task (The students work in groups, in turn, describe a person and show the picture of the intended person) 	Performance	Flash cards, pictures	2x40 minutes	Textbook, Keep Talking-Klippel, magazines, the internet	Guessing game

Unit	Them	Basic Competency	Teaching Materials	Indicators	Learning Activities	Evaluation	Media	Time	Source	Communication Game
2	Travelling	4.2 expressing meaning through simple short monolog by using spoken language accurately, fluently, and acceptable in the form of descriptive and recount texts to interact with surroundings	1.Recount text: In the National Park 2.Grammar - Simple past tense 3.Vocabulary - Park, entrance gate, entrance fee, playground, rest, meal, mat, tiresome 4.Adverb of time: Last month, when, after, before, then, finally 5.Generic structure - Orientation - Events - Reorientation	<ul style="list-style-type: none"> •Students are able to ask about and answer the information contained in a short recount text orally. •Students are able to identify the generic structure of the recount text presented orally. •Students are able to organize the sequence of events into a good recount text. •Students are able to make and perform their own recount text orally. 	<ul style="list-style-type: none"> - Discussing the content of a recount text and the generic structure orally - Pronouncing some difficult words found - Doing speaking task (The students work in groups to arrange and practice a recount text orally.) 	Performance	Strips of paper, pictures	2x40 minutes	Textbook, Keep Talking-Klippel	Strip Story
		1. Recount dialog: An Accident Today 2. Grammar - Simple past tense 3. Adverb of time when, after, before, then, etc. 4. Vocabulary - Cross, avoid, lamppost, break down, dent, repair	<ul style="list-style-type: none"> •Students are able to ask about and answer the information contained in a short recount dialog orally. •Students are able to organize a good recount dialog. •Students are able to make and perform their own recount dialog orally. 	<ul style="list-style-type: none"> - Discussing the content of a recount dialog - Pronouncing some difficult words found - Doing speaking task (The students work in groups to arrange and practice a recount dialog.) 	Performance	Strips of paper	2x40 minutes	Textbook, Keep Talking-Klippel	Strip Story	

Interview 1

16 Agustus 2008

Ruang Guru

P: Peneliti

GBI: Guru Bahasa Inggris

P	:	Bu Mimin sehubungan dengan pembelajaran bahasa Inggris di SMPN I Ponjong ini menurut Anda bagaimana kemampuan bahasa Inggris anak didik khususnya kelas 2?
GBI	:	Kemampuannya bisa dilihat dari beberapa aspek. Kalau kita lihat aspek mendengarkan mungkin anak-anak bisa karena ketika misalnya diberikan teks terus mendengarkan terus bisa untuk e... <i>write</i> (menulis kembali) itu hampir semua bisa betul. Kemudian kalau untuk menulis juga sudah lumayan tinggal mungkin grammarnya sedikit agak kurang ya. Kemudian kalau untuk <i>speaking</i> itu saya rasa ya masih jauh sekali kemampuannya.
P	:	Bisa dijelaskan lebih lanjut <i>speaking</i> yang kurang itu bagaimana untuk anak-anak?
GBI	:	Untuk anak-anak karena kurang <i>vocabulary</i> kemudian untuk <i>pronunciation</i> -nya saya kira belum begitu mahir dalam mengatakan contohnya mengatakan <i>want</i> (ingin) mereka masih menggunakan <u>wan</u> kemudian misalnya <i>see</i> (melihat) dalam bentuk kedua <i>saw</i> mereka mengatakan <u>sa</u> jadi masih sesuai dengan tulisannya.
P	:	Untuk pembelajaran di kelas aktivitas <i>classroom</i> khususnya <i>speaking</i> yang pernah dilakukan apa saja?
GBI	:	E... mungkin untuk ini saja apa namanya percakapan sehari-hari misalkan untuk minta tolong <i>Can you help me?</i> Atau <i>Can I help you?</i> seperti itu. Kemudian untuk <i>greeting Good morning</i> itu.
P	:	Kalau seperti <i>game</i> atau e... apa <i>story telling</i> itu gimana?
GBI	:	Ok, berkaitan dengan pembelajaran teks, kan kebanyakan teks ya, untuk pembelajarannya menggunakan ini <i>story telling</i> e... <i>story telling experience</i> tentang pengalaman mereka sendiri. Kemudian <i>sometimes</i> saya menggunakan <i>game</i> untuk menyusun sebuah teks atau <i>jumble texts/words</i> atau <i>jumble dialogs</i> .
P	:	Terus respon anak-anak gimana apakah mereka aktif atau gimana?
GBI	:	Untuk <i>story telling</i> karena mereka <i>speaking</i> -nya agak <i>low</i> ya, mereka hanya sebisanya jadi anak-anak kurang antusias. Tapi untuk yang <i>game</i> itu ya lumayan anak-anak bisa <i>enjoy</i> gitu lo anak-anak jadi gak spaneng banget dalam belajar bahasa Inggris.
P	:	Bahasa yang Bu Mimin biasa gunakan di kelas dalam mengajar apa misal dalam penjelasan, kasih informasi atau kasih pertanyaan?
GBI	:	Campur, kadang menggunakan Indonesia kadang menggunakan Inggris tapi kalau instruksi itu saya membiasakan untuk Inggris.
P	:	Terus anak tahu gak Bu? Maksudnya anak-anak tahu apa yang harus dilakukan sesuai instruksi?
GBI	:	Kalau apa namanya perintah itu setiap hari selalu kita ucapkan anak-anak tahu contohnya <i>Can you help me?</i> , <i>Please erase the white</i>

		<i>board?</i> , kan anak-anak sudah paham tapi kalau misalkan menggunakan kalimat yang agak baru itu kadang anak berfikir dulu, apa ini gitu.
P	:	Tanya gitu ya Bu?
GBI	:	Iya, terus saya menjelaskannya menggunakan bahasa Indonesia. Jadi Inggris kemudian saya jelaskan menggunakan bahasa Indonesia jadi <i>two languages</i> .
P	:	Kalau misalkan mereka merespon instruksi yang menggunakan bahasa Inggris apakah mereka juga menggunakan bahasa Inggris?
GBI	:	Ya, sometimes bahasa Inggris sometimes bahasa Indonesia.
P	:	untuk speakingnya gimana, <i>task</i> yang <i>speaking</i> ?
GBI	:	Biasanya saya minta anak-anak membuat <i>dialog</i> sendiri kemudian nanti dipraktikkan dua anak maju ke depan. Jadi nanti kita lihat <i>speaking</i> -nya gimana, <i>pronunciation</i> -nya gimana.
P	:	anak-anak berani ke depan?
GBI	:	Ada yang berani ada yang gak. Kalau gak berani itu kendalanya karena malu, takut salah.
P	:	h kurang pede juga?
GBI	:	He e kurang pede juga jadi dia mau mengungkapkan seperti itu tapi takutnya tidak betul.
P	:	Kalau untuk pengorganisasian dalam tugas gimana kalau <i>dialog</i> tadi kan pair ya?
GBI	:	Kalau saya membuat group karena di kelas itu kan ada 35 siswa saya jadikan 7 grup jadi satu grup lima <i>students</i> .
P	:	Anak-anak suka yang mana, berpasangan atau <i>group</i> ?
GBI	:	Menurut saya ada untung ruginya. Kalau group banyak itu saya kira memang senang tetapi ada beberapa anak hanya bermain saja tidak mengeluarkan ide jadi tidak aktif semua.
P	:	Secara keseluruhan kesulitan yang dihadapi Ibu selama mengajar di kelas?
GBI	:	E... saya kira respon anak gak ada, motivasi mau berbicara bahasa Inggris itu kurang. Kendala kurang pada vocab, keberanian juga. Mereka kebanyakan gak pede. Sebenarnya mereka pada mau ngomong tapi kelihatan takut salah jadi memotivasi anak dan juga melatih anak agak sulit lah.
P	:	Mereka sering ribut di dalam kelas gak Bu?
GBI	:	Kalau materi menarik anak-anak memperhatikan tapi kalau kita hanya menerangkan misal suatu materi atau teks kita membacakan itu anak-anak hanya ngobrol sendiri atau ada yang memperhatikan.
P	:	materi juga yang mereka gak tertarik?
GBI	:	Kalau reading anak-anaknya merasa jenuh banget ya.
P	:	Biasanya Bu Mimin bagaimana untuk mengatasi itu?
GBI	:	Anak-anak biasa saya beri tugas yang membuat mereka aktif semua. Sebagai contoh kalau mereka sedang belajar teks <i>recount</i> saya suruh mereka mengubah <i>verb</i> satu menjadi <i>verb</i> bentuk ke-2, artinya apa kalau tidak bisa ya buka kamus.

P	:	Kesulitan pada kelas dan materi.
GBI	:	Iya.
P	:	berbicara anak-anak <i>fluent</i> gak?
GBI	:	Kalau yang sudah biasa digunakan ya lancar misal <i>Good morning – Good morning, How are you? – I am fine, thank you.</i> Tapi kalau yang <i>new</i> ya agak susah.
P	:	Kalau dalam berbicara grammarnya gimana Bu?
GBI	:	<i>nar</i> asal aja, jadi misal kalau mau ngomong ini ya ngomong aja.
P	:	Kalau begitu terima kasih Bu infonya.
GBI	:	ma-sama.

Interview 2

22 Agustus 2008

Ruang Kelas VIIIB

P: Peneliti

S: Siswa

P	:	Namanya siapa?
S	:	Wiwid.
P	:	Pengen bisa berbahasa Inggris?
S	:	Pengen.
P	:	Kesan belajar di kelas gimana?
S	:	Ya seneng.
P	:	Senengnya karena apa?
S	:	Kalau diterangkan itu bisa ketawa.
P	:	Ketawa bagaimana maksudnya?
S	:	Bisa bermain sama temen-temen di kelas.
P	:	oo... Maksudnya kamu sering main sendiri sama temanmu saat guru menerangkan?
S	:	Hehe.. iya mbak.
P	:	Aktivitas di kelas biasanya apa aja?
S	:	Menerangkan dan tanya jawab.
P	:	Aktivitas seperti <i>game</i> ada gak?
S	:	Gak ada.
P	:	belajar bahasa Inggris yang susah apanya Wiwid?
S	:	Mengucapkan kata.
P	:	Ngerti apa yang diucapkan guru?
S	:	Ada yang ngerti ada yang gak.
P	:	Kenapa?
S	:	Ya gak tahu artinya.
P	:	Kalau ngomong bahasa Inggris pede gak?
S	:	Kalau pake bahasa Inggris gak.
P	:	Gak kenapa?
S	:	Ya karena belum bisa.
P	:	Trus kalau belajar bahasa Inggris pengenya yang gimana biar menyenangkan gitu?

S	:	Ada humornya, ada game.
P	:	Ok, thanks ya...
S	:	Iya.

Interview 3

22 Agustus 2008

Ruang Kelas VIIIB

P: Peneliti

S: Siswa

P	:	Namanya siapa?
S	:	Nugroho.
P	:	Pengen bisa berbahasa Inggris?
S	:	Pengen.
P	:	Kesan belajar di kelas gimana?
S	:	Ya seneng.
P	:	Seneng dalam hal apa?
S	:	Bermain sambil belajar.
P	:	Aktivitas di kelas sering gitu?
S	:	Yo..... sama temen-temen itu.
P	:	O di kelas bearti sering ramai sendiri gitu ya?
S	:	He he he
P	:	Kalau kegiatan di kelas apa aja selain tanya jawab?
S	:	Mengerjakan soal gek yo gurunya menerangkan.
P	:	Kalau permainan gitu ada gak?
S	:	Gak.
P	:	Ehm... dengan aktivitas seperti itu kalian suka gak atau pengen ditingkatkan lagi?
S	:	Ya pengen diperbaiki lagi.
P	:	Trus kalau belajar bahasa Inggris yang susah apanya?
S	:	Mengartikan.
P	:	Mengucapkan gimana, sulit gak?
S	:	Ya susah-susah gampang.
P	:	Trus kalau misal ngomong pake bahasa Inggris itu pede gak?
S	:	Gak.
P	:	Kenapa?
S	:	Karena gak bisa mengucapkannya.
P	:	Kalau belajar bahasa Inggris pengennya yang gimana biar menyenangkan?
S	:	Gurunya itu bisa diajak bercanda.
P	:	Kalau dari segi penyampaiannya gitu pengen pake media dan <i>game</i> gitu gak?
S	:	Iya.
P	:	Thank you ya...
S	:	Iya.

Interview 4**22 Agustus 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P	:	Namanya siapa?
S	:	Asri.
P	:	Apakah bisa berbahasa Inggris gak?
S	:	Pengen.
P	:	Saat belajar bahasa Inggris menemui kesulitan gak?
S	:	Banyak.
P	:	Ya?
S	:	Ya berbicara, pola-pola kata sering berubah, dan yang menerangkan kurang jelas.
P	:	Kalau mengucapkan kata bahasa Inggris sulit gak?
S	:	Lumayan sulit.
P	:	Apakah menggunakan bahasa Inggris gak?
S	:	Keberaniannya kurang, takut salah.
P	:	Kegiatan di kelas menyenangkan gak, bervariasi gitu?
S	:	Kurang bervariasi.
P	:	Selama ini apa saja?
S	:	Ya, tanya jawab, sudah itu aja.
P	:	Biar belajar bahasa Inggris itu menyenangkan menurut kamu gimana?
S	:	Diberi game, tanya jawab juga lebih banyak.
P	:	Dari faktor guru gimana, pengaruh gak menurut kamu?
S	:	Pengaruh, itu lo kalau menerangkan kurang jelas. Harus keras suaranya.
P	:	Terimakasih ya..

Interview 5**22 Agustus 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P	:	Namanya siapa?
S	:	Candra.
P	:	Apakah bisa berbahasa Inggris gak?
S	:	Pengen.
P	:	Kesan belajar di kelas gimana?
S	:	Senang.
P	:	Di bagian apa?
S	:	Lebih tahu pelajaran.
P	:	Aktivitas di kelas apa aja?
S	:	Membaca, memahami teks.

P	:	Menyenangkan gak itu?
S	:	Tergantung.
P	:	Yang menyenangkan apanya?
S	:	Bisa ketawa.
P	:	Maksudnya gimana to?
S	:	Ya itu bermain sama teman.
P	:	Sring rame ya di kelas?
S	:	(<i>Senyum</i>)
P	:	Gurunya sering negur gak?
S	:	Kadang.
P	:	Kalau belajar bahasa Inggris yang susah apanya?
S	:	a.
P	:	Mengucapkan sulit gak?
S	:	Sulit, sedikit-sedikit bisa.
P	:	Kalau ngomong menggunakan bahasa Inggris ada rasa takut gitu gak?
S	:	Gak pede.
P	:	Pengennya belajar bahasa Inggris yang menyenangkan gimana?
S	:	Gurunya bisa diajak bercanda.
P	:	Guru sering pake media gak kalau mengajar?
S	:	Cuma membaca dan menjawab pertanyaan.
P	:	Kalau pake media suka gak?
S	:	Ya.
P	:	Oke, thanks ya...
S	:	Iya.

Interview 6**22 Agustus 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P	:	Namanya siapa?
S	:	Aji.
P	:	Aji pengen belajar bahasa Inggris?
S	:	Yes.
P	:	Ya.. kenapa?
S	:	Ya... pengen menguasai bahasa Inggris aja.
P	:	Ok, trus gimana biasanya belajar di kelas?
S	:	Senang-senang susah.
P	:	Susah bagaimana?
S	:	p sama bacanya.
P	:	artinya gimana?
S	:	Ya artinya juga.
P	:	Trus tahu yang dimaksud guru ketika berbicara pake bahasa Inggris?
S	:	

P	:	Kenapa? Kurang jelas atau gak tahu artinya?
S	:	Kurang jelas.
P	:	O... kurang jelas. Trus kalau ngomong bahasa Inggris pede gak, atau ada rasa takut gak Aji?
S	:	Malu....e...malu. Takut....
P	:	Takut... karena gak pede ya?
S	:	Iya.
P	:	Ok. Aktivitas di kelas yang ada apa biasanya?
S	:	Tanya jawab.
P	:	Tanya jawab thok?
S	:	Iya.
P	:	Kamu suka kegiatan itu gak?
S	:	Tidak.
P	:	Kenapa?
S	:	Tidak menarik.
P	:	Trus menurut kamu materinya sulit gak?
S	:	Sulit.
P	:	Trus kalau belajar bahasa Inggris itu pegenya yang gimana?
S	:	Pegenya....
P	:	Ada game atau gimana gitu?
S	:	Iya yang sering tapi yang menyenangkan.
P	:	Terus apa lagi?
S	:	Humor, tapi pakai bahasa Inggris.
P	:	Ok. Kalau pake gambar-gambar gitu pengen gak?
S	:	Yes.
P	:	Yes, Oke, terima kasih ya.
S	:	Iya, sama-sama.

Interview 7

23 Agustus 2008

Ruang Kelas VIII B

P: Peneliti

S: Siswa

P	:	Namanya siapa?
S	:	
P	:	Apakah bisa berbahasa Inggris gak Atika?
S	:	Pengen banget.
P	:	Kenapa?
S	:	Ya sekarang kan di mana-mana orang pake bahasa Inggris gitu.
P	:	Apakah kesulitan gak saat belajar bahasa Inggris?
S	:	Ya ada.
P	:	Apa aja?
S	:	Kalau suruh berbicara bahasa Inggris itu gak bisa dan gak pede juga.
P	:	Apakah artinya tahu gak?
S	:	Kadang.

P	:	Kalau guru menerangkan di depan atau kasih instruksi kamu mengerti gak?
S	:	Ya tergantung. Kalau kalimat yang sudah pernah dipake buat nerangin ya tahu.
P	:	Materinya sulit gak?
S	:	Ada yang sulit, ada yang gak.
P	:	Sulitnya di bagian apa?
S	:	Itu gurunya nerangin belum paham udah lanjut suruh ngerjain apa gitu.
P	:	Kegiatannya gimana menurut kamu di kelas?
S	:	Ya cukup ngebosenin.
P	:	Apa yang membuat kamu bosan?
S	:	Diajari gitu gitu mulu diterangin trus suruh ngerjain gak pernah ada game.
P	:	Terus pengennya gimana?
S	:	Ya ada game biar suasananya jadi menyenangkan.
P	:	Ok, thank you ya.

Interview 8

23 Agustus 2008

Ruang Kelas VIII B

P: Peneliti

S: Siswa

P	:	Namanya siapa?
S	:	
P	:	Apakah bisa berbahasa Inggris gak Heni?
S	:	Kepengen banget.
P	:	Menemui kesulitan gak saat belajar bahasa Inggris?
S	:	Ada yang sulit.
P	:	Di bagian apa?
S	:	Mengucapkan kata sama mengartikan.
P	:	Saat menemui kesulitan kamu gimana?
S	:	Tanya temen.
P	:	Apakah yang sulit menurut kamu?
S	:	Agak sulit.
P	:	Di bagian apa?
S	:	Gurunya yang jelasin kurang jelas.
P	:	Gurunya sering pake media gak kalau mengajar di kelas?
S	:	Gak.
P	:	Kegiatan di kelas biasanya apa aja?
S	:	Cuma diterangin, kasih tugas, sama mencatat.
P	:	Itu menurut kamu menyenangkan gak?
S	:	Gak.
P	:	Terus pengennya yang gimana?
S	:	Ya ada game dan gurunya kalau nerangin lebih jelas.

P	:	Kalau disuruh ngomong pake bahasa Inggris pede gak Heni?
S	:	Gak.
P	:	Kenapa?
S	:	Karena gak bisa.
P	:	Karena gak bisa mengucapkan dan bingung apa yang mau diucapkan gitu ya?
S	:	Iya.
P	:	Ok, thank ya..
S	:	Iya, sama-sama.

Interview 9

23 Agustus 2008

Ruang Kelas VIIIB

P: Peneliti

S: Siswa

P	:	Namanya siapa?
S	:	ningasih.
P	:	ngasih bisa berbahasa Inggris gak, Septi ya panggilannya?
S	:	Bukan, Nining.
P	:	O... Nining. Pengen bisa berbahasa Inggris gak Nining?
S	:	Pengen.
P	:	Tapi selama ini ada kesulitan gak?
S	:	Ada, itu.... berbicara, terus pola itu yang sulit.
P	:	Terus pengennya gimana biar gak sulit lagi?
S	:	Suara guru yang keras, biar muridnya dong dan tidak rame.
P	:	Terus kalau ada game dan media menurut kamu gimana?
S	:	Ya, mau.
P	:	Selama ini guru pake media gak dalam mengajar?
S	:	Gak.
P	:	Kegiatan di kelas biasanya apa saja?
S	:	Ehm... Gurunya menerangkan terus nanti di suruh ngerjain tugas.
P	:	Materinya sulit gak menurut Nining?
S	:	Sulit.
P	:	Di bagian apa, kenapa gitu?
S	:	Berbicaranya.
P	:	Kalau misal diterangkan dong gak Nining?
S	:	Kadang dong kadang gak
P	:	Kenapa gak dong?
S	:	Muridnya itu rame.
P	:	Suruh berbicara pake bahasa Inggris di kelas gimana?
S	:	Ya gak pede.
P	:	Kenapa gak pede.
S	:	Karena gak bisa.
P	:	Kenapa?
S	:	Ya karena gak bisa bahasa Inggrisnya.

P	:	Terus pengennya gimana biar bisa?
S	:	Pake bahasa Indonesia.
P	:	Berarti diartikan atau diterjemahkan gitu?
S	:	Iya.
P	:	Ada lagi?
S	:	Ya itu gurunya kalau nerangin yang jelas suaranya gak lembut trus itu lo muridnya harus diam.
P	:	Ok, thank you.
S	:	Iya.

Interview 10

23 Agustus 2008

Ruang Kelas VIIIB

P: Peneliti

S: Siswa

P	:	Namanya siapa?
S	:	
P	:	Apakah bisa berbahasa Inggris gak?
S	:	Pengen.
P	:	Ada kesulitan?
S	:	Ada.
P	:	Kenapa?
S	:	Sulit mengerti, kalau diterangkan itu sulit mengerti, gurunya kalau menerangkan tidak jelas.
P	:	Harusnya gimana menurut kamu?
S	:	Ya suaranya volumenya dikerasin sedikit.
P	:	Terus kegiatan di kelas biasanya apa aja?
S	:	Ya itu suruh memahami teks gitu. Gurunya menerangkan, kita dikasih tugas trus suruh menjawab.
P	:	Selain itu kegiatannya apa?
S	:	Sudah itu saja.
P	:	Menurut kamu gimana?
S	:	Membosankan.
P	:	Kenapa?
S	:	Harusnya belajarnya itu seperti gak belajar.
P	:	Maksudnya nggak yang serius tapi menyenangkan gitu ya?
S	:	Iya.
P	:	Terus kalau disuruh berbicara bahasa Inggris Ema pede gak?
S	:	Gak.
P	:	Kenapa gak pede?
S	:	Karena belum bisa mengucapkan.
P	:	Ada kebiasaan pake bahasa Inggris di kelas gak?
S	:	Ada, tapi cuma gurunya thok.
P	:	Selam ini guru pake media gak kalau mengajar di kelas?
S	:	Gak.

P	:	Tadi diajari cara membaca kata-kata yang sulit juga kan? Gimana menurut kalian?
S2	:	Jadi tahu dan bisa baca bahasa Inggrisnya.
P	:	O iya, tadi kamu bilang seneng. Seneng gimana maksudnya?
S2	:	Ada permainannya, tebak-tebakan.
P	:	Media yang digunakan tadi, kertas-kertas dan gambar menurut kalian efektif tidak?
S2	:	Efektif.
P	:	Kenapa itu efektif?
S2	:	Karena di <i>description text</i> ada gambarnya jadi bisa lebih tahu yang didiskripsikan.
P	:	Masih menemui kesulitan gak tadi?
S2	:	Iya, ada sedikit.
P	:	Kesulitannya apa itu?
S2	:	Ehm... tentang membahasa Inggris.
P	:	O... jadi belum tahu bahasa Inggrisnya gitu ya?
S2	:	
P	:	amu ada nggak?
S1	:	ss yang cowok masih ada yang berisik.
P	:	Jadi mengganggu ya.
S1	:	Iya.
P	:	Ok, thank you.
S1, S2	:	Yes. Sama-sama.

Interview 13
10 November 2008
Ruang Kelas VIIIB
P: Peneliti

S: Siswa

P	:	Halo....
S	:	Iya, Miss...
P	:	Tanya-tanya boleh ya?
S	:	Iya boleh.
P	:	Menurut kamu gimana pelajaran tadi?
S	:	Menyenangkan.
P	:	Kenapa menyenangkan?
S	:	Yo itu kegiatannya lebih menarik daripada yang kemarin-kemarin. Belajarnya jadi lebih santai.
P	:	Tebak-tebakan menggunakan kartu seperti tadi kamu bisa gak?
S	:	Bisa. Gambarnya menarik jadi lebih seru.
P	:	Menurutmu guru mengajarkan cara membaca dalam bahasa Inggris itu berguna gak buat kamu?
S	:	Iya.

P	:	Kenapa?
S	:	Jadi tahu kosa katanya dan cara membacanya juga. Biasanya cuma asal-asalan, he...
P	:	Ok, thanks ya...
S	:	You are welcome.

Interview 14

10 November 2008

Ruang Kelas VIII B

P: Peneliti

S: Siswa

P	:	Halo lagi pada apa ini?
S1	:	(<i>Senyum</i>) Ngobrol Mis.
P	:	Boleh ganggu sebentar gak, mau tanya-tanya.
Ss	:	Iya boleh.
P	:	Menurut kalian kegiatan di kelas tadi gimana?
S1	:	Teksnya diartikan dan dipahami.
P	:	Kamu jadi tahu maksudnya gitu ya?
S1	:	Iya.
P	:	Yang diminta menjawab pertanyaan, kamu tadi bisa gak?
S1	:	Bisa, sudah tahu artinya.
P	:	Kalau kamu gimana?
S2	:	Iya, sama Mis.
P	:	Kalian tadi bisa gak melakukan tanya jawab menggunakan kartu tadi?
S2	:	Bisa, jadi kaya ngobrol biasa sama temen.
S3	:	Gambar buat tebak-tebakannya jelas, jadi mudah dipake.
P	:	Jadi kalian suka pake kartu buat tebak-tebakan tadi?
S1, S2,S3	:	Iya, suka Miss.
P	:	tadi diminta maju ke depan perasaan kamu gimana?
S2	:	ku gak dapat giliran Mis. Waktunya wis habis.
P	:	dapat kesempatan ya. Kalau kamu dapat gak?
S3	:	
P	:	anmu gimana pas tadi maju ke depan.
S3	:	
P	:	dneya kamu berani atau pede gak?
S3	:	Mis tapi tadi ada yang lupa, tapi dibantu temen he...
P	:	Apa kesan kalian untuk kegiatan tadi?
S2	:	s tadi tu banyak prakteknya.
P	:	k untuk apa?
S2	:	i baca sama bicara.
P	:	banyak prakteknya seperti tadi suka nggak kalian?
S2	:	ka.

S1	:	kegiatannya lebih seru lagi ya Mis.
P	:	h, cukup itu dulu. Terima kasih ya.
Ss	:	is.

Interview 15
10 November 2008
Ruang Kelas VIIIB
P: Peneliti

S: Siswa

P	:	Hi...
S1, S2	:	Hi...
P	:	Pelajaran di kelas tadi gimana?
S1	:	Kegiatannya menarik.
S2	:	Gurunya itu menerangkan gitu lo, kalau biasanya kan belum menerangkan dah dikasih tugas.
P	:	Jadi kalian sama-sama seneng ya di kelas tadi?
S1, S2	:	Iya.
P	:	O ya yang menarik apa menurut kamu?
S1	:	Ada gambar-gambar trus gamenya juga.
P	:	Tadi kesulitan gak pas tanya jawab main tebak-tebakan pake gambar itu?
S1	:	Gak Miss. Malah asyik.
P	:	Kalo menurut kamu gimana?
S2	:	Sama.
P	:	Hayo tadi pake bahasa Inggris apa bahasa Indonesia?
S2	:	Campur Miss, he...
P	:	O iya, ketika guru mengajari cara membaca bahasa Inggris penting gak menurut kalian?
S1, S2	:	Penting.
P	:	Penting kenapa?
S1	:	Biar bisa mengucapkan jadi bisa ngomong nantinya.
S2	:	Jadi tahu cara mengucapkan yang benar.
P	:	Tadi kesulitan gak memahami teksnya?
S1, S2	:	Gak Miss.
P	:	Kenapa-kenapa?
S1	:	Gurunya itu sudah menerangkan arti-artinya.
S2	:	Ada gambarnya juga jadi lebih jelas.
P	:	ank you.
S1	:	You are welcome.

Interview 16
10 November 2008

Ruang Guru

P: Peneliti

GBI: Guru Bahasa Inggris

P	:	Boleh minta waktunya sebentar mbak, eh bu?
GBI	:	Ya, boleh. Pripun de'?
P	:	Ini mau tanya-tanya soal implementasi yang tadi. Bagaimana bu pendapat Anda tentang pembelajaran bahasa Inggris di kelas tadi?
GBI	:	Ya pembelajaran bahasa Inggris di kelas tadi menurut saya cukup efektif. Kita sudah menerapkan metode-metode yaitu dengan memancing siswa untuk bisa berfikir serta brainstorming yang dilakukan siswa untuk mencari kosa kata baru dalam teks deskriptif ya. Pembelajaran hari ini adalah tentang teks deskriptif.
P	:	Dengan adanya media <i>picture</i> tadi, bagaimana menurut Anda, membantu nggak dalam mengajar?
GBI	:	Sangat membantu. Anak-anak jadi memperhatikan trus apa itu... mereka juga jadi kelihatan lebih aktif, mungkin karena dong ya. Waktu bekerja dengan temannya, gambarnya juga membantu.. Mereka jadi antusias gitu lho.
P	:	Mereka jadi aktif berbicara pake Inggris gitu ya bu?
GBI	:	He'em, iya.
P	:	Kalau pembelajaran vocabulary beserta pronunciation itu efektif tidak untuk meningkatkan kemampuan <i>speaking</i> siswa dari kegiatan tadi?
GBI	:	Ya jelas efektif. Lumayan efektif karena dengan teks deskriptif yang dicontohkan itu sudah memberikan bermacam jenis kata dan e...memancing anak untuk mengucapkan kata-kata tersebut dengan baik dengan saya memberikan contoh terlebih dahulu.
P	:	Terus untuk penyelenggaraan kegiatan pembelajaran di kelas tadi menurut Ibu gimana untuk kekurangan dan kelebihan?
GBI	:	Kekurangannya ya...karena kadang kan anak majemuk ya sifatnya kan suka rame sendiri mungkin kita bisa lebih konsentrasikan ke anak yang masih malas-malasan untuk belajar, atensinya kurang banyak ketika kita sedang mendiskusikan suatu teks atau masalah seperti itu. Ya kelebihan tadi sudah bagus diberikan game-game atau permainan tebak-tebakan tentang deskripsi hewan ya seperti itu. Anak-anak kelihatan tertarik dan bersemangat.
P	:	Terus respon anak gimana?
GBI	:	Untuk respon anak cukup menggembirakan cuman ada mungkin satu dua yang masih susah dikendalikan nanti kita akan lebih fokus ke anak itu saja. Dan kita berikan game-game yang lebih menyenangkan, atraktif.
P	:	Kalau untuk kegiatannya sendiri yang perlu ditingkatkan apa Bu?
GBI	:	Yang perlu ditingkatkan menurut saya mungkin pemberdayaan fasilitas ya. Jadi fasilitasnya dikomplitkan lagi kalau misal ada peragaan apa atau gambar-gambar seperti itu kita berikan lagi yang

		lebih lengkap, yang lebih jelas dan lebih besar jadi anak-anak akan lebih tertarik. Dan permainannya kita juga bisa variasikan jadi anak lebih menyukai bahasa Inggris gitu.
P	:	Perluah kita variasikan groupnya Bu jadi bisa pair work dan sebagainya.
GBI	:	Jadi nanti bisa seperti tadi, pairwork di meja masing-masing jadi dengan teman sebangku terus nanti bisa dipresentasikan ke depan satu per satu dan lainnya menebak. Kalau kita kasih tebakan trus anak nanti jadi berfikir apa ya...
P	:	Iya. Terima kasih Bu atas waktu dan infonya.

Interview 17**15 November 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P		Halo, boleh tanya-tanya sebentar gak?
S		Iya Mbak eh Mis.
P		Bagaimana menurut kamu kegiatan di kelas tadi?
S		Beda Mis dari yang kemarin-kemarin.
P		Beda apanya?
S		Ya itu e... teksnya diartikan trus kita jadi lebih tahu maksudnya.
P		Kamu tadi bisa jawab pertanyaan guru yang secara lisan tadi gak?
S		Iya, bisa.
P		Kamu tadi yang diminta untuk baca teks ya?
S		Iya.
P		Menurut kamu sulit gak mengucapkan kata-kata di teks tadi?
S		Agak sulit tapi dibantu.
P		Maksudnya gimana?
S		Gurunya mbenerin jadi bisa cara mengucapkannya.
P		E... kalau game tadi menurut kamu gimana?
S		Menyenangkan Mis.
P		Menyenangkan apanya?
S		Gak cuma duduk tapi bisa ke temen yang lain.
P		Jadi gak bosan cuma duduk di kursi masing-masing gitu ya?
S		
P		kup itu dulu. Terima kasih ya...
S		sama Mis.

Interview 18**15 November 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P	:	Hi
S1	:	Hi juga...

P	:	Boleh ikut ngobrol? (senyum)
S1	:	(Senyum) iya Miss...
P	:	Kegiatan bahasa Inggris di kelas tadi menyenangkan gak menurut kalian?
S1	:	Menyenangkan.
P	:	Kenapa menyenangkan?
S2	:	Kegiatannya menarik dan gurunya juga enak Miss.
S1	:	Iya.
P	:	Ok, satu-satu. Kalo menariknya dalam hal apa?
S2	:	Ada gamenya, jadi kegiatannya gak cuma nulis dan jawab pertanyaan.
S1	:	Selain bisa tanya jawab sama temen.... Pokoknya bisa belajar sambil bermain, hee...
P	:	Kalo gurunya enak, gimana maksudnya?
S1	:	Ya... jelas neranginnya. Pake gambar, teksnya juga diterjemahkan bareng-bareng.
P	:	Tadi diajari juga cara membaca kata-kata yang sulit ya?
S1, S2	:	Iya.
P	:	Menurut kalian media yang digunakan tadi efektif ?
S2	:	Efektif karena dengan gambar mendeskripsikan jadi lebih mudah dan kita bisa menyebutkan apa yang kita belum tahu..
S1	:	Iya, sama.
P	:	Yang ditunjukkan dalam gambar maksudnya?
S1	:	Iya.
P	:	Ok, itu dulu. Thank you ya...

Interview 19
15 November 2008
Ruang Kelas VIIIIB
P: Peneliti

S: Siswa

P	:	Hi, ganggu gak nih?
S1	:	Gak, ada apa Mis?
P	:	Ini saya pengen tahu kesan kalian tentang kegiatan tadi di kelas. Bagaimana menurut kalian?
S1	:	Gurunya jelas Mis.
P	:	Maksudnya jelas nerangin pelajarannya?
S1	:	Iya.
P	:	Yang membuat pelajarannya jelas apanya?
S1	:	Ehm... tadi teksnya diartikan jadi paham.
P	:	Menjawab pertanyaan secara lisan tadi kamu bisa?
S1	:	Iya.
P	:	Kalau gamenya tadi gimana menurut kamu?
S2	:	Baru kali ini, sejak ada Miss, ada permainan.
P	:	Kegiatannya menurut kamu sulit nggak?

S2	:	Gak, seneng Mis bisa tanya jawab sama temen pake bahasa Inggris.
P	:	amu menemui kesulitan gak?
S2	:	aku maju ke depan tadi.
P	:	a?
S2	:	ongnya salah.
P	:	tadi jadi gak pede gitu?
S2	:	ya-apa. Gurunya membetulkan.
P	:	mu jadi tahu cara mengucapkannya?
S2	:	
P	:	ima kasih ya semuanya
Ss	:	ma-sama.

Interview 20
15 November 2008

Ruang Guru

P: Peneliti

GBI: Guru Bahasa Inggris

P	:	Bagaimana Bu kegiatan di kelas tadi?
GBI	:	Cukup memuaskan ya. Anak-anak kelihatan aktif dan tertarik mengikuti pelajaran.
P	:	Menurut Ibu apa yang membuat anak-anak seperti itu?
GBI	:	Tadi task yang kita berikan kepada anak menuntut mereka untuk aktif mencari informasi yang diminta dan ternyata sudah terlaksana meski masih ada anak yang belum dong tapi akhirnya juga tahu.
P	:	Pengelompokan anak dalam kegiatan tadi menurut Ibu bagaimana?
GBI	:	Ya itu selain kelihatan menarik, anak-anak tertarik, juga kelihatannya efektif bagi anak untuk berbicara pake bahasa Inggris.
P	:	Jadi memberi kesempatan bagi mereka untuk berbicara pake bahasa Inggris gitu ya Bu?
GBI	:	Iya, seperti itu. Um... gambar orang untuk dideskripsikan juga lebih jelas daripada kemarin.
P	:	Apakah itu juga membantu dalam mendiskripsikan eee... apa... <i>people</i> Bu?
GBI	:	Iya, apalagi kita tadi memahamkan teksnya terus belajar kata sulitnya. Jadi anak tidak hanya tahu artinya tapi juga ... cara mengucapkannya.
P	:	Apakah hal ini sudah ada ehm ... maksudnya tercermin dari kegiatan anak belajar tadi?
GBI	:	Tadi pas saya memberikan pertanyaan secara lisan anak-anak juga bisa menjawabnya secara lisan dengan betul. Meski kalimat tidak lengkap dan bicaranya juga kurang tepat tapi kalau kegiatan seperti itu dibiasakan Insyaallah juga anak-anak terbiasa seperti ungkapan " <i>How are you?</i> ".
P	:	Oh iya Bu. Kalau untuk kegiatannya anak-anak sudah mampu ya?
GBI	:	Ya, saya rasa sudah. Cuma yang di belakang beberapa masih ada yang kurang paham jadi mereka kelihatan tidak aktif dan hanya

		mengganggu temannya.
P	:	Kalau begitu kita masih perlu perbaikan agar semua bisa aktif di kelas. Trima kasih Bu. Kita siapkan untuk kegiatan di cycle ke-2.
GBI	:	baik.

Interview 21
24 November 2008
Ruang Kelas VIIB
P: Peneliti

S: Siswa

P	:	Hallo...
S1, S2	:	Hallo...
P	:	Mau tanya-tanya ni, boleh ya?
S1, S2	:	(Senyum, mengangguk)
P	:	Menurut kalian pelajaran bahasa Inggris hari ini bagaimana?
S1	:	Gak mbosenin, Miss.
P	:	Yang buat gak bosan apanya, menurut kamu?
S1	:	Ya itu ada permainannya. Belajar di kelasnya jadi gak suntuk.
P	:	Oya, I see. Kalo kamu gimana?
S2	:	Sama, Miss. Gurunya tadi juga lebih tegas.
P	:	Tegas dalam hal apa?
S2	:	Cowok yang di belakang jadi memperhatikan, gak rame.
P	:	Oh... tadi mereka maju ke depan ya.
S2	:	Iya, tadi ditunjuk Miss to.
P	:	He'em. Eh kamu sini gabung yuk.
S3	:	Ada apa Miss?
P	:	Kita ngobrol-ngobrol aja. Tadi kamu suka kegiatan di kelas gak?
S3	:	Iya, suka. Tadi dapat stiker.
P	:	Groupmu tadi bener ya jawabnya?
S3	:	Iya, pertama yang ditunjuk Miss.
P	:	Kalian tadi ada kesulitan gak pas permainan?
S1	:	Nyusunnya aku bisa Miss, tapi maju ke depan ada yang lupa.
P	:	Lupa ceritanya?
S1	:	Lupa... katanya, kan tadi menghafal dulu.
P	:	Trus kamu gimana?
S1	:	Ya terus, dibantu gurunya.
P	:	Kalo kamu gimana?
S2	:	Tadi aku ngucapinnya salah-salah.
P	:	Kamu jadi gak pede mesti ya...
S2	:	Gak apa-apa Miss, wong tadi yang lain juga banyak yang salah tapi gurunya benerin.
P	:	Oke, good. Kalian sekarang jadi lebih tahu dan terbiasa berbicara dalam bahasa Inggris kan?

S1, S2, S3	:	Iya.
P	:	Oya ngomong-ngomong nyusun cerita seperti tadi sudah pernah belum?
S3	:	Sudah, tapi lebih menarik tadi.
P	:	Menarik gimana maksudnya?
S3	:	Biasanya ceritanya cuma di buku, lalu dicocoke, trus njawab pertanyaan.
S1	:	Nek kelompok biasanya yang ngerjain gak semua.
P	:	Kamu termasuk yang ngerjain apa gak?
S1	:	(senyum) mengerjakan.
P	:	Good. Jadi cerita dalam bentuk potongan-potongan ditulis dalam kartu tadi lebih menarik ya?
S1, S2, S3	:	Iya.
P	:	Oke. Trima kasih ya semua. Saya mau tanya-tanya ke temen yang lain. See you.

Interview 22
24 November 2008
Ruang Kelas VIIIB
P: Peneliti

S: Siswa

P	:	Hi, boleh tanya-tanya gak ni?
S1	:	Iya, boleh Miss. Tentang yang tadi ya?
P	:	Iya. Menurut kalian kegiatan di kelas tadi bagaimana?
S1	:	Itu Miss tadi tu banyak prakteknya.
P	:	Praktek untuk apa?
S1	:	Iya itu baca sama bicara.
P	:	Tadi ada kesulitan gak?
S1	:	Lumayan tidak. Gurunya wis mengajari.
S2	:	Tadi juga pas dapat giliran ke depan, masih banyak yang salah tapi gurunya mau benerin.
P	:	Ok. Dengan guru yang seperti itu kalian suka gak?
S1	:	Iya, seneng Miss.
P	:	Kalo dengan permainannya menurut kalian bagaimana?
S1	:	Menarik.
P	:	Kenapa menarik?
S1	:	Semua jadi ikut.
P	:	Semua jadi ikut sibuk ngerjain tugas per orangannya ya?
S1	:	Iya. Kartunya kan beda-beda Miss.
P	:	Sambung menyambung gitu to maksudmu?
S1	:	Betul.

P	:	Kalo menurut kamu bagaimana?
S2	:	Sama, menarik. Permainannya baru lagi.
P	:	Tadi kalian dapat stiker gak?
S2	:	Dapet. Ya karena itu Miss permainannya jadi lebih menarik he...
P	:	Baik. Trima kasih ya. Besok kita ketemu lagi. Tetep semangat ya.
S1, S2	:	Ok.

Interview 23
24 November 2008
Ruang Kelas VIIIB
P: Peneliti

S: Siswa

P	:	Hallo semua... how are you?
S1, S2	:	Fine thank you. And you?
P	:	Fine, thanks. Tanya-tanya boleh ya...
S1	:	Iya Miss. Ada apa?
P	:	Kalian seneng gak dengan kegiatan di kelas tadi?
S1	:	Seneng banget.
P	:	Kalian juga?
S2, S3	:	Iya.
P	:	Kenapa senang?
S2	:	Permainannya seru Miss.
S3	:	Temennya banyak, jadi lebih mudah, seneng.
P	:	Kalian gak malah bermain sendiri-sendiri to?
S3	:	Yo gaklah Miss. Kan per orang pegang kartunya masing-masing, tugasnya juga masing-masing.
P	:	Good, bagus. Kalian jadi lebih semangat ya?
S3	:	Pastinya.
P	:	Tadi masih menemui kesulitan gak? Dalam memahami teks?
S1	:	Gak Miss, kan gurunya dah mengartikan. Kata-kata yang sulit, baru juga dikasih contoh ngucapinnya.
P	:	Kalo pas maju ke depan tadi?
S2	:	Ya kalo aku masih ada yang salah.
P	:	Kamu jadi gak pede gitu?
S2	:	Gak masalah. Gurunya membetulkan.
P	:	Jadi sekarang kamu jadi tahu mengucapkan dalam bahasa Inggris?
S2	:	Iya.
P	:	Ok. Terima kasih ya semuanya...
S1, S2, S3	:	Sama-sama Miss.

Interview 24**24 November 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P	:	Kalian gak keluar jajan?
S1	:	Eh gak Miss.
P	:	Boleh tanya-tanya sebentar gak?
S1	:	Ehm... iya.
P	:	Belajar bahasa Inggris hari ini gimana menurut kalian?
S1	:	Suka Mis.
P	:	Sukanya kenapa?
S1	:	Mudah dimengerti.
P	:	Materinya maksudnya?
S1	:	Iya. Jadi tahu bisa mendiskripsikan orang, teman.
P	:	Bagaimana kegiatan tadi di kelas?
S2	:	Asyik Miss, jadi lebih ramai.
P	:	Ramai gimana maksudnya?
S2	:	Jadi senang, tidak membosankan.
P	:	Oh begitu.
S3	:	Miss...
P	:	Iya. Kalau kamu bagaimana?
S3	:	Anak laki-laki jadi gak ramai.
P	:	Menurut kamu gitu ya. Kenapa?
S3	:	Ya tadi pas ada game ikut semua.
P	:	Kalau kesulitan kalian masih temui gak?
S1, S2	:	InsyaAllah gak.
P	:	Kalo kamu?
S3	:	Kalau ngomong masih sering salah Miss.
S2	:	Aku juga ding.
P	:	Yaudah nggak apa-apa. Ngomong-ngomong terima kasih ya... Assalamu'alaykum...
S1, S2, S3	:	Iya Miss. Wa'alaykumsalam.

Interview 25**24 November 2008****Ruang Kelas VIIIB****P: Peneliti****S: Siswa**

P	:	Hi...
S	:	Hi...
P	:	Menurut kamu, pelajaran hari ini gimana?

S	:	Menyenangkan Miss.
P	:	Kenapa menyenangkan?
S	:	Karena ada permainannya.
P	:	Selain itu, ada yang bikin kamu terkesan gak?
S	:	Ehm... gurunya nerangin pelajarannya jelas.
P	:	Yang bikin jelas apanya?
S	:	Ya kalo ada kata-kata yang sulit dikasih tahu artinya, terus mengajari cara bacanya juga.
P	:	Kamu suka dengan hal itu?
S	:	Ya, tentu. Bahasa Inggris jadi lebih dong.
P	:	Ok. Good. Kalo ada media tadi gimana menurut kamu?
S	:	Medianya juga bagus Miss. Ngerjain tugasnya jadi seneng.
P	:	Jadi nggak bosan gitu ya?
S	:	He'e.
P	:	Ok. Trima kasih ya atas waktunya.
S	:	Iya, sama-sama.

Interview 26

24 November 2008

Ruang Guru

P: Peneliti

GBI: Guru Bahasa Inggris

P	:	Maaf Bu mengganggu tidak?
GBI	:	Oh, tidak. Ada apa Dek?
P	:	Ini saya mau tanya-tanya tentang pelajaran hari ini. Bagaimana menurut njenengan?
GBI	:	Menurut saya sudah bagus ya. Kegiatannya baru lagi, jadi tambah variasi.
P	:	Respon anak bagaimana tadi Bu?
GBI	:	Anak-anak cukup antusias ya. Yang di belakang juga jadi lebih aktif. Kemarin-kemarin kan kadang masih suka main sendiri.
P	:	Kira-kira yang menyebabkan mereka seperti itu apa ya mbak, eh Bu?
GBI	:	Ya memang tadi pas permainan pengelompokannya kan satu kelompok enam anak dan setiap anak punya tanggung jawab masing-masing jadi mereka dituntut untuk lebih aktif.
P	:	Iya, kita tadi juga sengaja menunjuk mereka untuk perform ke depan biar mereka punya greget dan ternyata, berhasil.
GBI	:	Iya, itu juga termasuk salah satu usahanya biar mereka involve gitu lho Dek.
P	:	Iya Bu. Kalau yang lain bagaimana Bu?
GBI	:	Yang lain rata-rata jadi tambah perhatian. Mereka memperhatikan ketika saya tadi mengajarkan cara membaca kata-kata yang sulit.
P	:	Mereka juga serempak mengikuti. O ya bu tadi saya juga tanya-tanya mereka ternyata mereka jadi tambah jelas karena teksnya tadi diartikan.

GBI	:	Iya, makanya ditanya orally tadi mereka sebagian besar bisa menjawab secara lisan juga. Dan teksnya saya rasa juga mudah jadi mereka nggak begitu kesulitan. Itu perlu dipertahankan Dek, biar mereka nggak malas-malasan belajar bahasa Inggris.
P	:	Nggeh Bu. Bagaimana dengan bahasa Inggris mereka Bu?
GBI	:	Ya lebih baik ya. Mereka walau kadang masih belepotan, tadi pas unjuk kerja ke depan semuanya antusias. Dibenarkan, responnya juga baik.
P	:	Mungkin sebenarnya selama ini mereka merindukan hal demikian Bu. Sebenarnya suka bahasa Inggris, pengen ngomong pake bahasa Inggris, tapi kurang diajarkan di kelas.
GBI	:	Mungkin juga seperti itu Dek. Ya makanya kita memfasilitasi saja dengan menambah latihan praktek berbahasa Inggris.
P	:	Iya Bu. Kalau untuk kekurangannya yang bisa Ibu tangkap?
GBI	:	Ya pokoknya kita tetep pertahankan hal-hal yang sudah membuat mereka suka dan aktif kali ini. Ya materinya, menghendel anak-anak yang duduk di belakang, dan memberikan mereka latihan praktek yang menyenangkan.
P	:	Iya. Kalau begitu terima kasih atas waktunya Bu.
GBI	:	Iya, sama-sama.

Interview 27
29 November 2008
Ruang Kelas VIIB
P: Peneliti

S: Siswa

P	:	Hi, boleh tanya-tanya nggak ni?
S1	:	Iya, mbak.
P	:	Pelajarane tadi gimana menurut kamu?
S1	:	Bagus mbak.
P	:	Bagus apane?
S1	:	Aku jadi ra ngantuk.
P	:	Jadi kamu seneng ya tadi?
S1	:	He'em.
P	:	Eh ini tadi temen semejamu ya tadi?
S2	:	Iya.
P	:	Kamu tadi bisa nggak menyusun dialognya?
S2	:	Bisa, gampang. Tapi waktu dialog ke depan perlu konsentrasi.
P	:	Maksudnya gimana to?
S2	:	Ya biar nggak lupa trus nggak salah ngucapinnya.
S1	:	He'em.
P	:	Kamu sependapat ya?
S1	:	Iya.
P	:	Tadi gimana perasaanmu pas praktek dialog ke depan?
S2	:	Ya biasa aja.

P	:	Gak takut salah?
S2	:	Enggak, pede aja lagi hehe...
P	:	Bagus. Kalo mau bisa bicara pake Inggris yang penting pede. Setuju??
S1, S2	:	Setuju!

Interview 28**29 November 2008****Ruang Kelas VIII B****P: Peneliti****S: Siswa**

P	:	Hallo, assalamu'alaykum...
S	:	Wa'alaykumsalam...
P	:	Btw, gimana tadi lessonnya, pelajarane...?
S	:	Wah pokoke beda banget sama sebelum Ibu ke sini.
P	:	Bedanya apa?
S	:	Ya sekarang kegiatannya nggak cuma baca teks trus jawab pertanyaan.
P	:	Tapi?
S	:	Lebih... banyak yang dipelajari trus banyak prakteknya.
P	:	Kamu suka nggak dengan itu?
S	:	Tentu.
P	:	Tadi waktu diminta menyusun teks dialog trus praktek ke depan kamu bisa nggak?
S	:	Bisa. Dulu dah pernah Miss tapi sekarang apa tu... beda.
P	:	Maksudnya gimana?
S	:	Ya ada medianya jadi tambah menarik.
P	:	Kalo pas praktek ada kesulitan nggak?
S	:	Ehm... nggak.
P	:	Kamu nggak malu to tadi?
S	:	Nggak, malah asyik. Sama temen-temen tadi juga jadi seru.
P	:	Kok bisa begitu?
S	:	Ya semua kaya jadi memperhatikan, seneng gitu...
P	:	Ok. Thank you. It's nice to talk to you.
S	:	You are welcome.

Interview 29**29 November 2008****Ruang Kelas VIII B****P: Peneliti****S: Siswa**

P	:	Hi...
S	:	Hi...
P	:	Ganggu nggak ni? Mau tanya-tanya.

S	:	Nggak Miss. Ada apa?
P	:	Kesan kamu belajar bahasa Inggris hari ini bagaimana?
S	:	Seneng.
P	:	Seneng kenapa?
S	:	Pelajarane nggak mbosenin. Ada permianane.
P	:	Tapi kamu tahu yang dinamakan recount teks kan?
S	:	Iya. Tadi gurunya neranginnya jelas. Teksnya diartikan juga.
P	:	Oh gitu... Kamu bisa nggak nyusun dialognya tadi?
S	:	Bisa Miss, tadi ngerjain bareng sama temen.
P	:	Oh harus, kan tadi berpasangan.
S	:	He... iya.
P	:	Nek pas berdialog ke depan tadi perasaanmu gimana?
S	:	Seneng Miss. Aku malah suka.
P	:	Oo... kamu suka ya bercakap-cakap pake bahasa Inggris?
S	:	Suka banget.
P	:	Ok. Makasih ya. See you.
S	:	Ok.

Interview 30
29 November 2008
Ruang Kelas VIIB
P: Peneliti

S: Siswa

P	:	Hallo...
S	:	Hallo...
P	:	How are you?
S	:	I'm fine thank you. And you?
P	:	Pretty good. Boleh tanya-tanya nggak ni?
S	:	Ya Miss, boleh.
P	:	Menurutmu pelajaran hari ini bagaimana?
S	:	Sama kaya yang kemarin Miss.
P	:	Sama bagaimana?
S	:	Menyenangkan.
P	:	Apanya yang menyenangkan?
S	:	Ada kegiatannya, itu lho pas permainan.
P	:	Kalo belajarnya lebih enak nggak sekarang?
S	:	Iya Miss. Jadi lebih dong.
P	:	Menurut kamu apanya yang menjadikan kamu jadi dong?
S	:	Ya itu teksnya diartikan, trus cara bacanya juga diajari terus.
P	:	Tadi kamu bisa nggak nyusun dialognya?
S	:	Bisa Miss, kecil he...
P	:	Good. Kalo tadi pas berdialog sama temenmu?
S	:	Ya bisa arako lupa-lupa ingat he...
P	:	Apa sekarang kamu jadi tambah seneng belajar bahasa Inggris.
S	:	Yes.

		dengan lebih banyak latihan mereka jadi nggak ragu-ragu lagi berbicara pake bahasa Inggris.
P	:	Istilahnya malah menjadi motivasi mereka untuk lebih lagi dalam belajar bahasa Inggris ya Bu?
GBI	:	Iya. Apalagi latihannya dikemas dengan hal yang baru, menarik, ada medianya seperti tadi. Kalau saya lihat media sekecil apapun, bagaimanapun bentuknya itu menarik buat mereka. Jadi antusias gitu.

LESSON PLAN I

School	: SMP N I PONJONG
Class/Semester	: VIII/ I
Subject	: English
Topic	: Animals
Duration	: 2 x 40 minutes
Day and Date	: Monday, 10 November 2008

Competency Standard:

Speaking: expressing meaning through short functional and monolog oral texts in the form of descriptive and recount texts to interact with surroundings

Basic Competency:

Speaking: expressing meaning through simple short monolog by using spoken language accurately, fluently, and acceptable in the form of descriptive and recount texts to interact with surroundings

A. Achievement Indicators:

- a. Students are able to ask about and answer the information contained in a short descriptive text orally.
- b. Students are able to identify the generic structure of the descriptive text.
- c. Students are able to describe a certain animal orally using appropriate vocabulary and grammar.

B. Teaching Material:

- a. Descriptive text: The Most Interesting Animal in the Zoo)"

Key words: Lash, spot, horn, self protection, frighten, gallop, fight

- b. Generic Structure: identification and description

- c. Language Focus:

- Simple present tense:

The giraffe has brown spots on the skin. It is tall. It can go for a long time without drinking water.

C. Teaching Learning Process

1. Pre-teaching

- a. The teacher asks the students about some animals can usually find either in the zoo or surroundings.
- b. The teacher informs the students about the lesson for the day.

2. Whilst Teaching

a. Building Knowledge of Field

- 1) The teacher shows a picture of a giraffe.
- 2) The teacher asks the students to mention the characteristics of the giraffe orally. She also asks some questions like: Is it tame or wild animal?; Is it tall or short?; What is on the skin?; etc.

b. Modeling of Text

- 1) The teacher distributes texts containing the giraffe's description to the students.
- 2) The teacher asks some students to read the text aloud; she corrects the students' mistakes.
- 3) The teacher teaches the students some difficult words, the meanings and how to pronounce them, founded in the text.
- 4) The teacher asks some questions related to the content of the text orally and so do the students in answering the questions.
- 5) The teacher explains the generic structure of the descriptive text.

c. Joint Construction of Text

The teacher describes some animals. The students mention the animals intended.

d. Independent Construction of Text

The teacher asks the students to do a communication game namely guessing game.

- 1) The researcher provides and teaches the students some words needed in speaking activity (describing animals).
- 2) The researcher distributes pictures of animals in the form of flash cards. Each student gets one. Those flash cards have a code each. The students should look for their partner who has the similar code with theirs. A student

whose card is in code A, for example, works in pair with the student whose card is in code A₁.

- 3) In each pair, the first student described his/ her own animal picture, while the second student guessed the intended animal, and vice versa.
- 4) The researcher pointed randomly at a pair to go in front of the class to describe their own pictures, while other students guessed and/ or the others found the clues by asking some questions, for instance ‘Does it have long ears?’ If the answer is no, the pair should mention the correct one, for example ‘No, it has short ears’.
- 5) Those who were able to guess described animal got the next turn to describe their own pictures, and so on.

3. Closing

- a. The teacher asks what the students have learnt today.
- b. The teacher closes the lesson.

D. Teaching Media: pictures and flash cards

E. Source:

1. Competency Standard
2. Book: Let’s Talk-Bachtiar Bima M. and Cicik Kurniawati
3. The Internet
4. Keep Talking-Klippel

F. Evaluation: Observation and performance

Teacher

Ponjong, November 2008

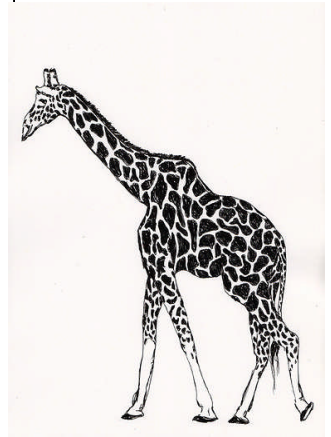
Researcher

Liliek Triyantiningasih, S. S.





Anjar Rokhani
NIM. 04202241011

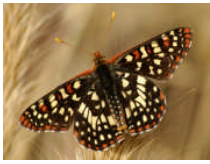







A. The Description Text: The Most Interesting Animal in the Zoo

Identification	<p>One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.</p>
Description	<p>The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.</p> <p>Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.</p> <p>The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at a about fifty kilometers per hour or stay to fight with its strong legs.</p>



B. Pictures on Flash Cards (Guessing Game Media)

	<ol style="list-style-type: none"> 1. How many legs does it have? 2. What covers his body? 3. What does it use as defensive? 4. What does his favorite food? 5. What does it produce?
	<ol style="list-style-type: none"> 1. What is its color? 2. How many legs and hands does it have? 3. What is its favorite food? 4. Is swinging from one tree to another its lifestyle? 5. Is it a primate?
	<ol style="list-style-type: none"> 1. How many legs does it have? 2. Does it have sharp teeth? 3. Where does it live? 4. Is it a predator? 5. Is it reptile or fish?
	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. How many legs does it have? 3. What does it has on its head? 4. What can we take from this animal as food? 5. Is it bird or reptile?

	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. Can it fly? 3. Does it have beautiful wings? 4. What is its favorite food? 5. Is it bird or insect?
	<ol style="list-style-type: none"> 1. Is it mammal or bird? 2. Does it look like a tiger? 3. What is its favorite food? 4. Is it a pet? 5. Can it help us catch mice in the house?
	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. Is it a big or small animal? 3. How many legs does it have? 4. Are its ears small? 5. Does it have a trunk and tusks?
	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. How many legs does it have? 3. What does it eat? 4. It can run fast? 5. Is it like a zebra?
	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. What does it eat? 3. Can it run fast? 4. Where does it live? 5. Is it called the king of the jungle?
	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. How many legs does it have? 3. Does it have long ears? 4. What is its favorite food? 5. Does it have fur on its body?
	<ol style="list-style-type: none"> 1. Is it tame or wild? 2. Is it a domestic animal? 3. How many legs does it have? 4. What does it eat? 5. What can we take from this animal as food?
	<ol style="list-style-type: none"> 1. How many legs does it have? 2. Does it have large ears? 3. What does it eat? 4. Is it like a horse? 5. What is the color of its fur?

C. Guessing Game

1. The researcher provides and teaches the students some words needed in speaking activity (describing animals).
2. The researcher distributes pictures of animals in the form of flash cards. Each student gets one. Those flash cards have a code each. The students should look for their partner who has the similar code with theirs. A student whose card is in code A, for example, works in pair with the student whose card is in code A₁.
3. In each pair, the first student described his/ her own animal picture, while the second student guessed the intended animal, and vice versa.
4. The researcher pointed randomly at a pair to go in front of the class to describe their own pictures, while other students guessed and/ or the others found the clues by asking some questions, for instance 'Does it have long ears?' If the answer is no, the pair should mention the correct one, for example 'No, it has short ears'. Those who were able to guess described animal got the next turn to describe their own pictures, and so on.

LESSON PLAN II

School	: SMP N I PONJONG
Class/Semester	: VIII/ I
Subject	: English
Topic	: People
Duration	: 2 x 40 minutes
Day and Date	: Saturday, 15 November 2008

Competency Standard:

Speaking: expressing meaning through short functional and monolog oral texts in the form of descriptive and recount texts to interact with surroundings

Basic Competency:

Speaking: expressing meaning through simple short monolog by using spoken language accurately, fluently, and acceptable in the form of descriptive and recount texts to interact with surroundings

A. Achievement Indicators:

1. Students are able to ask about and answer the information contained in a short descriptive text orally.
2. Students are able to identify the generic structure of the descriptive text.
3. Students are able to describe people orally.
4. Students are able to identify and mention people described orally.
5. Students are able to use adjectives to describe persons.

B. Teaching Material:

1. Descriptive text: "The Thinnest Actor of Extravaganza Stars"
Key words: average age, brown-skinned, energetic, etc.
2. Generic Structure: identification and description
3. Language Focus:
 - Simple present tense:
He is the thinnest person among Extravaganza stars. He is also brown-skinned. His performance looks energetic and provokes laughter.
 - Adjectives:
Looks: pretty, beautiful, cute
Age: young, teenage, old

Complexion: fair, dark

Build/ figure: small, big, slim, fat, thin

Height: tall, short, of average height

C. Teaching Learning Process

1. Pre-teaching

- a. The teacher asks the students about the recent lesson.
- b. The teacher informs the students about the lesson for the day.

2. Whilst Teaching

a. Building Knowledge of Field

- 1) The teacher shows pictures of some people who had different physical appearances to the students.
- 2) The teacher asks the students to show the differences of the people.

b. Modeling of Text

- 1) The teacher shows a picture of Extravaganza Stars.
- 2) The teacher reads a text describing one of the Extravaganza Stars.
- 3) The students listen to the teacher and guess who the intended person is.
- 4) The teacher distributes the text to the students.
- 5) The teacher asks some students to read the text aloud; she corrects the students' mistakes.
- 6) The teacher teaches the students some difficult words, the meanings and how to pronounce them, founded in the text.
- 7) The teacher asks some questions related to the content of the text orally and so do the students in answering the questions.
- 8) The teacher teaches adjectives related to describing person.

c. Joint Construction of Text

The teacher asks the students to do a communication games namely guessing game.

- 1) The researcher divides the class into groups of four.
- 2) Each group get four pictures (each student got one) of different people in the form of flash cards and a piece of paper which contains the description of the four persons.
- 3) Four students in every group take turns reading the description.

- 4) The student whose picture matches to the description shows the picture and gets the next turn to read the description, and so on.
 - 5) After all groups finish the task, the researcher chooses groups two by two.
 - 6) One group describes their own pictures (each student describes one of the pictures) without looking at the written description while another group guesses the people described by pointing or showing the pictures.
 - 7) This activity is done in turns between the two groups.
- d. Independent Construction of Text
- The students describe their friends who sit down next to them.
3. Closing
- a. The teacher asks what the students have learnt today.
 - b. The teacher closes the lesson.

D. Teaching Media: pictures and flash cards

E. Source:

1. Competency Standard
2. Magazines
3. The Internet
4. Keep Talking- Klippel

F. Evaluation: Observation and performance

Ponjong, November 2008

Teacher

Researcher

Liliek Triyantiningasih, S. S.

Anjar Rokhani
NIM. 04202241011

A. The Descriptive Text

He is a star on Indonesia television in the very popular Extravaganza program on Trans TV. He is male. However, he really likes becoming a woman such as a wife, an old woman, and even a naughty girl. He is of average height and thin. He is the thinnest person among Extravaganza stars. He is also brown-skinned. He has black hair. His performance looks energetic and provokes laughter. Can u guess who he is?

B. The Teaching Media

1.



3.



2.



4.



1. She is a Korean girl. She has long black hair. Her eyes are slanting. She is fair-skinned.
2. He is a handsome football player. He is tall. He has pointed nose and blonde hair.
3. He is an actor. He has an oval face and pointed nose. He is dark-skinned.
4. She is an India girl. She is beautiful. He has pointed nose and round eyes.

C. Guessing Game

1. The researcher divides the class into groups of four.
2. Each group get four pictures (each student got one) of different people in the form of flash cards and a piece of paper which contains the description of the four persons.
3. Four students in every group take turns reading the description.
4. The student whose picture matches to the description shows the picture and gets the next turn to read the description, and so on.
5. After all groups finish the task, the researcher chooses groups two by two.
6. One group describes their own pictures (each student describes one of the pictures) without looking at the written description while another group guesses the people described by pointing or showing the pictures.
7. This activity is done in turns between the two groups.

LESSON PLAN III

School	: SMP N I PONJONG
Class/Semester	: VIII/ I
Subject	: English
Topic	: Travelling
Duration	: 2 x 40 minutes
Day and Date	: Monday, 24 November 2008

Competency Standard:

Speaking: expressing meaning through short functional and monolog oral texts in the form of descriptive and recount texts to interact with surroundings

Basic Competency:

Speaking: expressing meaning through simple short monolog by using spoken language accurately, fluently, and acceptable in the form of descriptive and recount texts to interact with surroundings

A. Achievement Indicators:

1. Students are able to ask about and answer the information contained in a short recount text orally.
2. Students are able to identify the generic structure of the recount text presented orally.
3. Students are able to organize the sequence of events into a good recount text.
4. Students are able to make and perform their own recount text orally.

B. Teaching Material:

1. Recount text: "In a National Park"
Key words: trip, tiresome, playground, entrance gate, rest, meal, mat
2. Generic Structure: orientation, events, and reorientation
3. Language Focus:
 - Simple past tense, e.g. Last month, my family and I went to a National Park.
We walked around the park. We continued walked to the playground.
 - Adverb of time, e.g. when, after, before, then, last month

C. Teaching Learning Process

1. Pre-teaching
 - a. The teacher asks about the students' activity last weekend or last holiday.

b. The teacher informs the students about the lesson for the day.

2. Whilst Teaching

a. Building Knowledge of Field

- 1) The teacher divided the class into groups of six.
- 2) The teacher distributes pictures of someone's activities in his holiday to each group.
- 3) The teacher asks the students of what they think about someone activities reflected on the pictures.

b. Modeling of Text

- 1) The teacher reads a recount text.
- 2) The students listen to the teacher and arrange the pictures based on the recount text the teacher has read.
- 3) The teacher distributes the text to the students (groups).
- 4) The teacher and the students discuss the content and the structure of the recount text.
- 5) The teacher teaches the students about the new and difficult words found in the text.
- 6) The teacher asks some students to read the text aloud; the teacher gives feedback of their speaking.

c. Joint Construction of Text

The teacher asks the students to do a communication game namely Strip Story.

- 1) The researcher distributes six strips of paper to each group. Each student receives a strip of paper with one sentence on it. He or she is asked to memorize it.
- 2) Each group is asked to make a good recount by arranging the six strips they received.
- 3) The researcher chooses randomly the groups which would present their result orally without looking at the written recount text.

d. Independent Construction of Text

The students tell a story about what they did at the weekend.

3. Closing

- a. The teacher asks what the students have learnt today.
- b. The teacher closes the lesson.

D. Teaching Media: pictures and flash cards

E. Source:

1. Competency Standard
2. Book: Keep Talking-Friederike Klippel

F. Evaluation: Observation and performance

Teacher

Liliek Triyantiningih, S. S.

Ponjong, November 2008

Researcher

Anjar Rokhani
NIM. 04202241011

LESSON PLAN IV

School	: SMP N I PONJONG
Class/Semester	: VIII/ I
Subject	: English
Topic	: Travelling
Duration	: 2 x 40 minutes
Day and Date	: Saturday, 29 November 2008

Competency Standard:

Speaking: expressing meaning through short functional and monolog oral texts in the form of descriptive and recount texts to interact with surroundings

Basic Competency:

Speaking: expressing meaning through simple short monolog by using spoken language accurately, fluently, and acceptable in the form of descriptive and recount texts to interact with surroundings

A. Achievement Indicators:

1. Students are able to ask about and answer the information contained in a short recount dialog orally.
2. Students are able to organize a good recount dialog.
3. Students are able to make and perform their own recount dialog orally.

B. Teaching Material:

1. Recount dialog: “An Accident Today”
Key words: driver, accident, cross, road, dent, mechanics, repair, hit
2. Generic Structure: orientation, events, and reorientation
3. Language Focus:
 - Simple past tense, e.g. your driver had an accident. He drove fast on the street.
A man suddenly crossed the road.
 - Adverb of time, e.g. when, after, before, then, etc.

C. Teaching Learning Process

1. Pre-teaching
 - a. The teacher asks the students about the recent lesson.
 - b. The teacher informs the students about the lesson for the day.
2. Whilst Teaching

a. **Build Knowledge of Field**

- 1) The teacher distributes a comic strip to the students. The students were asked to read and practice the conversation with their friends.
- 2) The teacher asks some question to the students related to the topic of the comic strip.

b. **Modeling of Text**

- 1) The teacher distributes uncompleted recount dialogues as many as there are the students.
- 2) The teacher reads the dialog; the students listen to the teacher and complete the dialog.
- 3) The teacher and the students discuss the dialog.
- 4) The teacher teaches the students about the new and difficult words found in the dialog.
- 5) The teacher asks some students to read the dialog aloud; the teacher gives feedback of their speaking.

c. **Joint Construction of Text**

The teacher asks the students to do a communication game namely strip story.

- 1) The researcher divides the class into groups of six.
- 2) The researcher distributes six strips of paper to each group. Each student received a strip of paper with one sentence on it. He or she was asked to memorize it.
- 3) Each group is asked to make a good dialog recount by arranging the six strips they received.
- 4) The researcher chooses randomly the groups which would present their result orally without looking at the dialog recount.

d. **Independent Construction of Text**

The students work in pairs to make their own recount dialog about what they did at the weekend and practice the dialog.

3. **Closing**

- a. The teacher asks what the students have learnt today.
- b. The teacher closes the lesson.

D. Teaching Media: pictures and flash cards

E. Source:

1. Competency Standard
2. Book: Keep Talking-Friederike Klippel, Smart Steps-Ali Akhmedi and Ida Safrida

F. Evaluation: Observation and performance

Teacher

Liliek Triyantiningasih, S. S.

Ponjong, November 2008

Researcher

Anjar Rokhani
NIM. 04202241011

A. The Recount Dialog

An Accident Today

Attendant : Is that your car, sir?

Mr. John : Yes, it's my car.

Attendant : Did your driver have an accident?

Mr. John : That's right.

Attendant : Could you tell me how the accident happened?

Mr. John : Well, as he drove fast on the street, a man suddenly crossed the road. He tried to avoid him but he hit a lamppost on the left side. The lamppost broke down to the ground and my car has a big dent. Can your mechanics repair it?

Attendant : They are trying to repair it, sir. But to tell you the truth, you need a new car.

B. The Teaching Media

After looked around, we decided to go to Gina's grandparents' house

We left at seven o'clock and arrived at Gina's grandmother house at ten

After lunch, we visited Safari Zoo. We can saw extinct animals

Last weekend, we visited Gina's Grandparent at Bogor.

We took a rest for a while and we went home.

What are you doing last weekend?
That was a nice trip, wasn't it?

C. Strip Story

1. The researcher divides the class into groups of six.

2. The researcher distributes six strips of paper to each group. Each student received a strip of paper with one sentence on it. He or she was asked to memorize it.
3. Each group is asked to make a good dialog recount by arranging the six strips they received.
4. The researcher chooses randomly the groups which would present their result orally without looking at the dialog recount.

Field note 1**7 Agustus 2008****Ruang Kepala Sekolah**

Peneliti (P) datang ke SMPN I Ponjong untuk menemui Kepala Sekolah (KS). Oleh petugas di bagian informasi, P diminta untuk menemui KS di ruang Kepsek. P mengutarakan maksud kedatangannya kepada KS yaitu meminta ijin untuk mengadakan penelitian tindakan kelas di sekolah tersebut. KS mengizinkan P untuk mengadakan penelitian di SMPN I Ponjong. KS menanyakan *grade* yang akan dijadikan sebagai subjek penelitian tindakan kelas. P mengutarakan bahwa *grade* yang akan diberi tindakan adalah grade VIII beserta alasannya. KS menyetujui dan meminta P untuk menemui kedua guru bahasa Inggris (GBI) yang mengajar *grade* VIII. P mohon diri dan meninggalkan ruang KS.

Field note 2**7 Agustus 2008****Ruang Guru**

P menemui kedua GBI di ruang guru. P mengutarakan maksud kedatangannya yaitu untuk melakukan penelitian tindakan kelas pada grade VIII. GBI menanyakan objek penelitian tindakan kelas kepada P. P mengutarakan kepada GBI bahwa P tertarik pada kemampuan siswa dalam berbicara menggunakan bahasa Inggris (*students' speaking ability*). P menanyakan kepada GBI tentang kemampuan siswa kelas VIII dalam berbicara menggunakan bahasa Inggris. GBI mengatakan bahwa kemampuan siswa kelas VIII dalam berbicara menggunakan bahasa Inggris masih rendah dan GBI juga tertarik jika penelitian tindakan kelas bertujuan untuk meningkatkan *students' speaking ability*. Karena kedua GBI mengajar pada kelas yang berbeda, P meminta pendapat tentang kelas yang akan dijadikan sebagai subjek penelitian dan sekaligus guru yang akan terlibat dalam penelitian. GBI I yang mengajar kelas VIII A-C bersedia sebagai *research team*, sedang GBI II yang mengajar kelas VIII D-E tidak bersedia karena sedang hamil namun bersedia untuk membantu sesuai kemampuan jika dibutuhkan selama pelaksanaan penelitian. P dan GBI berdiskusi tentang jalannya penelitian. P dan GBI menentukan peran masing-masing dalam penelitian. GBI menjalankan pengajaran di kelas sementara P membantu GBI dan memonitor proses belajar mengajar di kelas. GBI menyarankan agar kelas VIIIB sebagai objek penelitian karena siswa kelas tersebut kooperatif sehingga memungkinkan kelas tersebut dapat memberi informasi yang diperlukan untuk penelitian. P mengutarakan maksud kepada GBI untuk mengadakan observasi kegiatan pembelajaran bahasa Inggris di kelas VIIIB dan interview dengan GBI dan siswa kelas VIIIB untuk mengidentifikasi masalah-masalah yang mungkin ada dan dihadapi dalam pembelajaran bahasa Inggris. P dan GBI menentukan waktu untuk observasi kegiatan belajar mengajar di kelas dan interview. Observasi I akan dilaksanakan pada hari Jumat, 22 Agustus 2008 dan interview I dengan siswa dilaksanakan pada hari yang sama, sedang interview I dengan GBI dilaksanakan

pada hari Sabtu, 16 Agustus 2008 di rumah GBI. Setelah mencapai kesepakatan, P mohon diri dan meninggalkan SMPN I Ponjong.

Field note 3

16 Agustus 2008

Rumah GBI

P datang ke rumah GBI pukul 15:30. Sesampainya di tempat tujuan, ternyata GBI masih repot mengurus putrinya yang masih balita. P diminta menunggu di ruang tamu. Setelah urusan GBI selesai, P langsung mengadakan interview seputar pelaksanaan kegiatan belajar mengajar bahasa Inggris selama ini. P pun minta pamit pulang setelah interview selesai, hari pun sudah mulai gelap.

Field note 4

22 Agustus 2008

Ruang Guru

1. P datang ke sekolah dan menemui GBI di ruang guru.
2. P dan GBI masuk ke ruang kelas VIIIB setelah bel berbunyi tanda waktu istirahat telah usai.
3. GBI mengucapkan salam dan memperkenalkan P kepada siswa kelas VIIIB.
4. P duduk di kursi siswa paling belakang yang kosong dan GBI memulai pelajaran.
5. GBI memberitahu siswa tentang materi yang akan dipelajari. Suara GBI pelan sehingga terdengar tidak terlalu jelas dari belakang.
6. Siswa putra yang sebagian besar duduk di baris paling kiri dan belakang masih bercanda dan tertawa satu sama lain serta sesekali mereka mengganggu siswa putri. Hal ini membuat gaduh suasana kelas.
7. GBI memperingatkan siswa yang ramai. Beberapa dari mereka mengatakan ‘Iya, Bu’, tapi suasana kelas masih gaduh dan ramai.
8. GBI melanjutkan mengajar dan menanyakan bagian-bagian recount text kepada siswa menggunakan bahasa Inggris.
9. Beberapa siswa putri yang duduk di bagian depan menjawab pertanyaan GBI dengan melihat ke buku catatan mereka.
10. Beberapa siswa putra masih asyik dengan kegiatannya sendiri dan tidak memperhatikan GBI yang sedang mengajar di depan.
11. GBI mengabaikan siswa yang ramai dan melanjutkan tanya jawab dengan siswa putri yang aktif menjawab pertanyaan GBI.
12. Setelah selesai tanya jawab, GBI menyuruh siswa untuk membuat grup terdiri dari 5 siswa. Grup dibentuk dengan cara siswa berhitung berurutan dimulai dari meja terdepan ke kiri. Siswa dengan nomer urut 1 menjadi satu group demikian pula siswa dengan nomer urut 6, 7, dan seterusnya.
13. Siswa menyebutkan nomer urut dengan menggunakan bahasa Indonesia bukan bahasa Inggris.
14. Ada siswa yang duduk di bagian belakang tidak tahu nomer urut berapa yang harus disebutkan karena tidak memperhatikan apa yang diperintahkan GBI. Siswa tersebut harus dibantu temannya sehingga baru bisa menyebutkan nomer urut yang dimaksud. Siswa tersebut terlihat gagap sehingga menimbulkan gelak tawa teman-temannya. Suasana kelas menjadi riuh kembali.

15. GBI membagikan sebuah teks kepada masing-masing kelompok sambil menjelaskan tugas yang harus dikerjakan. Tiap kelompok diminta berdiskusi dan menjawab pertanyaan sesuai bagiannya masing-masing.
16. GBI menuliskan pertanyaan-pertanyaan terkait isi teks di papan tulis.
17. Banyak siswa yang sibuk dengan kegiatannya sendiri-sendiri ketika GBI sedang sibuk menulis pertanyaan di papan tulis.
18. Beberapa siswa tidak mengerti arti pertanyaan yang diberikan oleh GBI. Mereka menanyakannya kepada GBI menggunakan bahasa Indonesia. “Bu, nomer satu itu artinya apa Bu?” Sebelum menjawab GBI melemparkan pertanyaan tersebut kepada siswa lain dengan mengatakan “*What is the meaning of number one?*” Siswa lain kelihatan ragu-ragu. GBI langsung menjawab arti pertanyaan yang dimaksud.
19. Siswa secara berkelompok mulai mengerjakan tugas yang diberikan. Tugas dikerjakan secara tertulis. Tidak semua siswa aktif dalam mengerjakan tugas yang diberikan. Waktu untuk menjawab pertanyaan secara berkelompok ini memakan waktu yang sangat lama (GBI tidak memberi batasan waktu).
20. GBI menyuruh siswa untuk kembali ke tempat duduknya masing-masing.
21. GBI dan siswa membahas pertanyaan yang digunakan sebagai bahan diskusi dan tugas kelompok.
22. Ada siswa yang melafalkan kata dengan ejaan yang salah tetapi GBI tidak membetulkan.
23. GBI berusaha untuk mengajak siswanya untuk berkomunikasi menggunakan bahasa Inggris dengan mengatakan, “*Now, you may read your answer.*”, “*Are you ready to read your answer?*”. Namun, siswa kelihatan tidak begitu antusias untuk menggunakan bahasa Inggris dalam merespon GBI.
24. Setelah semua kelompok maju ke depan, GBI mengulang lagi jawaban atas pertanyaan-pertanyaan tersebut.
25. Beberapa siswa kelihatan sering melihat jam di dinding.
26. GBI melanjutkan pelajaran dengan mengajarkan *past-tense*.
27. GBI menyebutkan beberapa kata bahasa Inggris dalam bentuk kata pertama kemudian siswa diminta untuk menyebutkan bentuk *past tense*-nya.
28. Bel berbunyi. Pelajaran hari ini diakhiri.

Field note 5

23 Agustus 2008

Ruang Guru

1. P tiba di sekolah 10 menit sebelum pelajaran dimulai.
2. P menemui GBI di kantor guru.
3. Setelah bel berbunyi tanda pelajaran dimulai, P dan GBI berjalan menuju ruang kelas VIII B.
4. GBI menyapa siswa dan membuka pelajaran.
5. Sementara itu, P duduk di kursi deretan paling belakang yang kosong.
6. GBI mengulang materi yang telah diajarkan kemarin yaitu ‘*recount*’ dengan menanyakan bagian-bagian *recount* dan penjelasannya.
7. Hanya beberapa siswa yang aktif menjawab.
8. GBI memberi tugas kepada siswa yaitu mengerjakan soal di buku paket. Ada siswa yang tidak membawa buku paket. Hal ini luput dari perhatian GBI.
9. Siswa mengerjakan tugas dengan teman sebangkunya dengan cara berdiskusi.
10. Ada siswa yang rame sendiri sehingga membuat suasana kelas tidak tenang, tidak kondusif. Namun, GBI membiarkan situasi belajar yang seperti tersebut.

11. Setelah beberapa saat dan siswa selesai mengerjakan soal, GBI menunjuk beberapa siswa untuk menjawab pertanyaan (hasil diskusi).
12. Siswa yang ditunjuk menjawab dengan suara tidak jelas. GBI membiarkan.
13. Selama kegiatan tersebut berlangsung, banyak siswa yang rame sendiri. Hal ini diabaikan oleh GBI. GBI melanjutkan kegiatan.
14. Dalam menjawab pertanyaan (menyampaikan hasil diskusi), siswa bebas berbicara dengan menggunakan Bahasa Indonesia ataupun bahasa Jawa. Penggunaan bahasa Inggris sangat minim sekali selama proses belajar mengajar.
15. Bel tanda pelajaran usai, berbunyi.
16. GBI mengakhiri pelajaran.

Field note 6
September 2008

Saat P sedang membaca hasil observasi dan interview untuk mengetahui masalah yang muncul dalam proses belajar mengajar bahasa Inggris di kelas VIIIB, GBI memberitahu P bahwa beliau tidak bisa melanjutkan untuk terlibat dalam penelitian yang diadakan oleh P karena beliau diangkat menjadi guru pegawai negeri dan dipindah tugaskan di sebuah sekolah dasar. P segera menghubungi pihak sekolah untuk mendapatkan kejelasan kelanjutan penelitiannya. Akhirnya, selama sebulan lebih P baru bisa mendapatkan dan menemui guru bahasa Inggris baru pengganti guru bahasa Inggris lama. Untuk bertemu dengan GBI baru, P harus bolak-balik ke sekolah karena GBI masih sulit ditemui.

Field note 7
20 Oktober 2008
Ruang Guru

P datang ke sekolah untuk menemui guru bahasa Inggris kelas VIIIB yang baru. P bertemu GBI di ruang guru. P menyampaikan bahwa P sedang dalam proses melakukan penelitian tindakan kelas di kelas VIIIB. P menanyakan apakah GBI bersedia bergabung menjadi '*research member*'. GBI bersedia membantu P dalam penelitian dan menjadi '*research member*'. P dan GBI membicarakan tentang waktu untuk observasi kegiatan belajar mengajar kelas VIIIB. P dan GBI sepakat bahwa observasi akan dilaksanakan pada tanggal 22 Oktober.

Field note 8
22 Oktober 2008
Ruang Guru

1. P datang ke sekolah dan menemui GBI di ruang guru.
2. Setelah bel berbunyi, P dan GBI menuju ruang kelas VIIIB. Kegiatan belajar mengajar hari ini, sesuai jadwal, akan berlangsung selama dua jam pelajaran.
3. GBI melakukan *greeting* dan mengabsen siswa.
4. Karena masih dalam suasana saling mengenal antara guru bahasa Inggris yang baru dengan siswa, satu jam pelajaran ini GBI gunakan untuk mengajarkan perkenalan dan tanya jawab seputar *personal information*.

5. GBI menanyakan beberapa pertanyaan kepada siswa seperti tentang nama, alamat, tempat tinggal, usia, dan jumlah saudara baik laki-laki maupun perempuan yang mereka miliki.
6. Ada hal yang menarik ketika seorang siswa laki-laki yang kemudian diketahui bernama Adnan ditanya tentang usianya. GBI menanyakan, *How old are you?* Dia menjawab *I am Adnan*. GBI melempar pertanyaan ke siswa lain, kali ini siswa perempuan. Siswa tersebut menjawab *thirteen* dan mendapat pujian *good* dari GBI. Adnan ditanya lagi dengan pertanyaan yang sama. Setelah tahu bahwa pertanyaan itu maksudnya menanyakan usianya, dia pun mengerti dan mengulangi jawabannya *fourteen*.
7. GBI melanjutkan dengan pertanyaan mengenai jumlah saudara yang dimiliki siswa. sebelumnya GBI mengulas secara singkat kata benda plural dan singular (*brother/brothers, sister/sisters*) dan juga kata untuk menyebut kakak dan adik (*younger/older*) dalam bahasa Inggris. Kali ini yang ditanya adalah siswa yang bernama Candra. *How many brother and sister do you have?* Dia menjawab *I have one older sister and two brothers*. Dia mendapat pujian *very good*.
8. Suara GBI jelas terdengar hingga ke bagian belakang ruang kelas.
9. Beberapa siswa tidak memperhatikan GBI dan tidak mengikuti pelajaran. GBI menegur dan menyuruh siswa tersebut untuk memperhatikan. GBI terlihat lebih tegas dalam mendisiplinkan siswa dalam kegiatan belajar mengajar di kelas.
10. Pertanyaan selanjutnya adalah mengenai mata pencaharian orangtua. *What is your father's job?* GBI menyebut dan menulis di papan tulis beberapa macam pekerjaan seperti *teacher, farmer, policeman, seller, doctor, fisherman, security, businessman*. GBI juga melakukan drilling.
11. Jam pelajaran telah usai, kegiatan belajar mengajar pun diakhiri.

Field note 9
22 Oktober 2008
Ruang Guru

P dan GBI mendiskusikan langkah selanjutnya guna mempersiapkan tindakan yang akan dilakukan pada proses belajar mengajar di kelas. P mengatakan kepada GBI bahwa dia akan menemui GBI lagi di sekolah hari Sabtu. Namun, selama satu minggu GBI tidak bisa mengajar karena sakit. P dan GBI baru bisa bertemu satu minggu sebelum rencana waktu pelaksanaan tindakan tiba.

Field note 10
10 November 2008
Ruang Guru

1. Pada pelaksanaan tindakan yang pertama ini, P dan GBI masuk ke ruang kelas VIIIIB pukul 07:30.
2. P menempatkan diri di bagian belakang ruang kelas.
3. GBI melakukan greeting ("*How are you today?*") dan direspon oleh siswa dengan baik dan benar ("*Fine, thank you.*") kemudian dilanjutkan dengan mengecek kehadiran siswa. Hari ini semua siswa hadir.
4. GBI menyampaikan kepada siswa materi yang akan dipelajari, yaitu deskripsi hewan. GBI menanyakan hewan apa saja yang mereka dapat temui di kebun binatang ataupun di lingkungan sekitar mereka.
5. GBI menunjukkan sebuah gambar hewan yang biasa menghuni kebun binatang yaitu seekor jerapah kemudian menyuruh siswa mengamati gambar tersebut. Dari kegiatan mengamati, siswa diminta untuk menyebutkan ciri-ciri jerapah. "*What does it look like?*"
6. Jawaban yang keluar dari siswa bermacam-macam. Kebanyakan dari mereka hanya menyebut kata sifat atau bendanya saja, seperti tall, thin, long neck. GBI menyempurnakan kalimat mereka '*the giraffe is tall; it has a long neck/ its neck is long*'. GBI juga mengajukan pertanyaan, '*Is it tame or wild?; Is it fat or thin?*'
7. GBI membagikan kepada masing-masing siswa sebuah teks berisi deskripsi seekor jerapah seperti yang tergambar kemudian teks tersebut diartikan bersama-sama. Ada beberapa kata baru yang muncul di teks tersebut. GBI menuliskannya di papan tulis. Beberapa siswa menulis artinya pada teks.
8. Kegiatan dilanjutkan dengan GBI mengajarkan kepada siswa pengucapan yang benar kosa kata baru yang ditemui dalam teks tersebut. GBI memberi contoh dan siswa menirukan. GBI melakukan *drilling*.
9. Kemudian menunjuk beberapa siswa untuk membaca teks tersebut dengan suara nyaring (*read aloud*).
10. Ada kata yang diucapkan siswa tidak sesuai dengan cara pengucapan yang benar, seperti *eyes* diucapkan *eis* bukan *ais*. Dalam hal ini GBI membetulkan begitu juga kepada siswa lain yang dalam mengucapkan kata dalam bahasa Inggris masih salah.
11. GBI bersama-sama dengan siswa tanya jawab secara lisan berkaitan dengan isi teks.
12. GBI menginformasikan kepada siswa bahwa kegiatan selanjutnya akan dibawakan oleh peneliti. P segera mengambil alih komando.
13. P memberitahu siswa bahwa hari ini akan ada kegiatan yang belum pernah dilakukan sebelumnya. P menjelaskan cara melakukan kegiatan tersebut. Untuk memperkaya kosa kata dan memudahkan siswa dalam kegiatan speaking P mengajarkan beberapa

kata (pengucapan dan artinya) dan kalimat (dalam bentuk *present tense* dan kalimat tanya) yang mungkin akan dipakai dalam kegiatan tersebut. Kemudian P membagikan kartu berkode pada masing-masing siswa. Siswa diminta untuk mencari pasangannya yang memiliki kartu dengan kode yang sama. Setelah mereka menemukan pasangan, mereka secara bergantian mendeskripsikan dan menebak gambar hewan apa pada kartu masing-masing menggunakan bahasa Inggris. P berkeliling kelas untuk memantau kegiatan siswa.

14. Setelah semua selesai, P menunjuk satu pasangan untuk maju ke depan dengan membawa kartu. Sementara itu, siswa lain menebak gambar hewan apa pada kartu pasangan tersebut dengan mengajukan beberapa pertanyaan. Siswa yang berhasil menebak mendapat giliran berikutnya untuk maju ke depan.
15. P mengembalikan tugas mengajar kepada GBI.
16. GBI mengulas materi yang dipelajari hari ini dan kemudian mengakhiri pelajaran.

Field note 11

10 November 2008

Ruang Kelas dan Ruang Guru

Untuk mengetahui pendapat siswa tentang pembelajaran hari ini, P mengadakan wawancara dengan beberapa siswa kelas VIII B. Mereka terlihat antusias mengutarakan pendapatnya. Setelah selesai mewawancarai siswa, P langsung ke ruang guru untuk menemui GBI. Di ruang tersebut P juga mengadakan wawancara dengan GBI.

Field note 12

15 November 2008

Ruang Kelas

1. Hari ini merupakan hari kedua P mengadakan penelitian. P dan GBI masuk ruang kelas pada pukul 11:40. GBI menyapa siswa dengan ekspresi yang berbeda dari hari sebelumnya, 'How's life?' Ekspresi ini nampaknya asing bagi siswa. GBI menjelaskan dengan singkat bagaimana mereka harus menjawab jika disapa demikian. Kemudian GBI mengecek kehadiran siswa.
2. GBI mereview materi yang telah dipelajari pada pertemuan sebelumnya dengan mengajukan beberapa pertanyaan, seperti 'What animal which can swim?; What animal which has a long neck and nose?'. Siswa menjawab dengan tepat.
3. Untuk masuk ke materi berikutnya, GBI menunjukkan beberapa gambar orang yang memiliki ciri fisik yang berbeda kemudian siswa diminta menunjukkan perbedaannya. Nampaknya mereka belum menguasai kosa kata untuk mendeskripsikan orang, makanya mereka ada yang menyebutkan perbedaan dalam bahasa Indonesia.
4. GBI menulis beberapa kata sifat bentuk fisik orang di papan tulis dan mengajarkan siswa bagaimana cara mengucapkan dan artinya.
5. Sekali lagi GBI menunjukkan gambar beberapa orang yang memiliki ciri-ciri fisik yang berbeda. Mereka yang ada di gambar merupakan aktor dan aktris Extravaganza, program acara salah satu stasiun televisi swasta. Extravaganza stars ini sudah tidak asing lagi bagi para siswa. Oleh karena itu, mereka langsung bisa mengenali aktor dan aktris tersebut.
6. GBI membacakan sebuah teks berisi deskripsi salah satu bintang Extravaganza tersebut. Siswa menyimak dan menebak siapa yang baru saja dideskripsikan. Mereka

tidak mengalami kesulitan dalam menentukan bintang yang dimaksud. GBI membenarkan jawaban siswa.

7. Kemudian GBI membagikan pada masing-masing siswa teks yang tadi dibaca. Kegiatan dilanjutkan dengan tanya jawab secara lisan mengenai isi bacaan.
8. Untuk kegiatan speaking, GBI menyerahkannya kepada peneliti. P langsung memulai kegiatan dengan menjelaskan prosedur kegiatan. Siswa dibagi menjadi beberapa kelompok, setiap kelompok terdiri dari 4 orang. P membagikan kepada masing-masing kelompok empat kartu yang berisi gambar orang dimana satu siswa memegang sebuah kartu dan selembar kertas yang berisi deskripsi orang dalam gambar tersebut. Mereka secara bergiliran membaca deskripsi orang, siswa yang memegang gambar orang yang sesuai dengan deskripsi langsung menunjukkan gambarnya dan mendapat giliran untuk membacakan deskripsi berikutnya.
9. Setelah semua kelompok menyelesaikan tugasnya, P menunjuk dua grup untuk maju ke depan. Kedua grup saling bergantian dalam mendeskripsikan dan menerka seseorang yang sesuai deskripsi dengan menunjuk gambar yang dimaksud yang dipegang grup lawan. Dalam mendeskripsikan siswa tidak diperkenankan menyontek pada teks seperti ketika bekerja dalam kelompok.
10. P mengembalikan tugas mengajar kepada GBI.
11. GBI mengulas materi yang dipelajari hari ini dan kemudian mengakhiri pelajaran.

Field note 13

15 November 2008

Ruang Kelas dan Ruang Guru

P mengadakan wawancara dengan siswa dan GBI untuk mengetahui pendapat mereka tentang kegiatan belajar mengajar pada hari ini. P dan GBI juga saling bertukar pikiran dan membicarakan hal-hal yang akan dilakukan pada pertemuan/tindakan selanjutnya.

Field note 14

24 November 2008

Ruang Kelas

1. Di hari ketiga pelaksanaan penelitian, materi ajar yang dipelajari adalah teks *recount*. P dan GBI masuk ruang kelas pukul 07:30. GBI menyapa siswa menggunakan bahasa Inggris. Dalam hal ini siswa tidak mengalami kesulitan karena hampir tiap pertemuan selalu diawali dengan *greeting*.
2. GBI bertanya kepada siswa tentang kegiatan mereka selama libur sekolah kemarin. "What did you do in the last holiday?" seorang siswa perempuan yang duduk paling depan menjawab "at home". GBI bertanya lagi, kali ini khusus untuk siswi tersebut. "What did you do at home?" Siswi tersebut menjawab, "watching television" kemudian GBI mengulang jawaban siswi tersebut "I watched television". Pertanyaan tentang kegiatan mereka selama libur sekolah juga diberikan kepada beberapa siswa lain. Siswa laki-laki yang ditunjuk GBI menjawab "I go to house...brother house" kemudian GBI mengulang jawaban siswa "I went to my brother's house". GBI bertanya lagi kepadanya "Where is your brother's house?" Dia kelihatan bingung, siswa perempuan yang duduk di depannya membantunya dengan mengatakan

- ‘Dimana rumah kakakmu?’ Siswa tersebut langsung menjawab “O yes Miss, in... Karawang” sambil tertawa kegirangan.
3. Kali ini GBI membagi siswa menjadi beberapa kelompok yang terdiri dari enam siswa. Kemudian GBI memberi setiap grup enam buah kartu bergambar yang harus disusun sesuai dengan isi teks yang dibacakan GBI. Kegiatan pun dimulai. GBI membaca sebuah teks dan siswa menyusun gambar sesuai isi teks tersebut. Setelah selesai GBI bersama siswa mendiskusikan jawaban yang benar, kemudian tiap kelompok diberi teks aslinya.
 4. GBI meminta beberapa siswa membaca teks tersebut dengan suara nyaring. Karena ada beberapa kata diucapkan dengan lafal yang salah, GBI mengajari siswa cara mengucapkannya yang benar.
 5. GBI dan siswa tanya jawab berkenaan dengan isi teks secara lisan.
 6. Kegiatan belajar mengajar dilanjutkan oleh peneliti. Siswa masih duduk sesuai grup yang telah dibentuk GBI. P membagikan kepada masing-masing grup teks *recount* yang tertulis dalam enam carik potongan kertas. Tiap grup harus menyusun ‘*jumbled text*’ tersebut menjadi teks *recount* yang baik dan benar. Selain itu mereka harus menghafal teks tersebut. Tiap siswa ditugasi untuk menghafal kalimat yang tertulis pada potongan kertas yang dipegang.
 7. Setelah semua grup selesai melaksanakan tugasnya, secara acak P menunjuk grup untuk maju ke depan untuk mempresentasikan hasil kerjanya secara lisan tanpa teks.
 8. P mengembalikan tugas mengajar kepada GBI.
 9. GBI mengulas materi yang dipelajari hari ini dan kemudian mengakhiri pelajaran.

Field note 15

24 November 2008

Ruang Kelas dan Ruang Guru

P mengadakan interview dengan siswa setelah jam pelajaran selesai dan mewawancarai GBI di ruang guru untuk mendapatkan informasi mengenai pendapat mereka tentang pelaksanaan tindakan hari ini. Selain itu, P dan GBI membahas tentang pelaksanaan tindakan selanjutnya.

Field note 16

29 November 2008

Ruang Kelas

1. P dan GBI masuk ke ruang kelas VIII B pukul 11:40. Hari ini adalah hari keempat pelaksanaan tindakan.
2. P melakukan *greeting* kepada siswa dan direspon siswa dengan tepat.
3. Ketua kelas memimpin doa dan dilanjutkan GBI mengecek kehadiran siswa.
4. GBI menanyakan materi yang sudah dipelajari pada pertemuan sebelumnya. GBI bertanya kepada siswa seputar teks *recount*.
5. Kegiatan dilanjutkan dengan kegiatan melengkapi dialog. GBI membagikan kepada masing-masing siswa sebuah dialog yang belum lengkap. Siswa diminta melengkapi dialog tersebut. GBI membaca dialog yang sama sementara siswa menyimak sambil melengkapi dialog sesuai yang dipraktikkan oleh GBI. Kegiatan ini diulang sampai tiga kali. Setelah selesai, GBI bersama dengan siswa membahas jawaban yang benar

dan tanya jawab seputar isi dari dialog tersebut. GBI juga mengajari cara melafalkan kata yang dianggap sulit dan asing bagi siswa.

6. P mengambil alih komando. Siswa kelihatan tidak sabar untuk mengikuti kegiatan bersama P.
7. Siswa membentuk kelompok, setiap kelompok berjumlah 6 orang. P membagikan kepada masing-masing kelompok 6 potongan kertas. Dalam potongan kertas itu tertulis potongan dialog. Yang harus dilakukan siswa adalah bekerja secara berkelompok untuk menyusunnya menjadi sebuah dialog yang benar. Tiap siswa berkewajiban menghafal kalimat yang ada pada potongan kertas yang dipegangnya. Setelah semua selesai, secara bergantian semua grup maju ke depan untuk mempresentasikan hasilnya sekaligus mempraktekkan dialog tersebut.
8. Mereka terlihat antusias mengikuti kegiatan tersebut. Meskipun dengan perjuangan keras mereka mampu menyelesaikan tugas dengan baik yaitu berdialog menggunakan bahasa Inggris.
9. Kegiatan *speaking* selesai. Kelas diambil alih kembali oleh GBI. Kelas pun diakhiri.

Observation Guide

Class :
Instructor :
Observer :
Date :

1. Apakah siswa dapat merespon guru dengan baik ketika guru menyapa dan memberi perintah menggunakan bahasa Inggris?
2. Apakah latihan dan kegiatan pembelajaran ditampilkan dalam konteks yang sesuai?
3. Apakah materi pelajaran disampaikan dengan efektif dan jelas?
4. Sudahkah sesuai antara '*teacher talk*' dan '*student talk*'?
5. Apakah perhatian guru kepada siswa merata?
6. Apakah kegiatan belajar mengajar efektif dan efisien?
7. Apakah kegiatan belajar terorganisasi dengan baik?
8. Apakah media belajar yang digunakan efektif dan efisien?
9. Apakah siswa cukup berani/percaya diri berbicara dalam bahasa Inggris?
10. Apakah siswa cukup menguasai kosakata?
11. Apakah siswa cukup memiliki pengetahuan tata bahasa?
12. Apakah siswa sudah memiliki kemampuan pengucapan yang baik dan benar?
13. Apakah siswa sudah memiliki kemampuan berbicara atau percakapan dengan baik dan lancar?
14. Apakah semua siswa terlibat dalam kegiatan belajar mengajar?
15. Apakah semua siswa mempunyai kesempatan dalam praktek berbicara?
16. Apakah siswa merasa senang selama kegiatan belajar?

Interview Guide

1. Apakah kegiatan tersebut menyenangkan?
2. Apakah kegiatan tersebut bermanfaat?
3. Apakah dalam mengikuti kegiatan tersebut mengalami kesulitan?
4. Apakah penggunaan media cukup efektif dan efisien?
5. Apakah siswa punya cukup keberanian/kepercayaan diri berbicara dalam bahasa Inggris?
6. Apakah bermanfaat ketika guru mengajar cara mengucap kata dalam bahasa Inggris?
7. Apakah pembelajaran bahasa Inggris tersebut efektif dan efisien?
8. Apakah kegiatan tersebut sudah cukup memberikan kesempatan pada siswa praktek berbicara dalam bahasa Inggris?
9. Apakah praktek menggunakan bahasa Inggris efektif dan efisien dalam meningkatkan kemampuan siswa berbicara dalam bahasa Inggris?
10. Apakah kelebihan dan kekurangan pembelajaran bahasa Inggris tersebut?